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**Exploring Experience
What Should We Do About Food Security?
Disarray Of Home Economics Curricula
Désrroi des programmes d'études
Spousal Employment**



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307 - 151 Slater Street, Ottawa, Ontario
Canada, K1P 5H3
Tel: (613) 238-8817 / 238-8819
Fax: (613) 238-8972

CHEJ Editorial Office
Home Economics Publishing Collective UPEI
Department of Home Economics
University of Prince Edward Island
Charlottetown, Prince Edward Island Canada
C1A 4P3
Tel. (902) 566-0620 Fax (902) 628-4367
e-mail: maclellan@upe.ca

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From the Editor

Mot des rédactrices

Recently at breakfast at the Learned Societies meetings at Brock University, a professor from the University of Saskatchewan asked what field I was in. When I said, "Home Economics" he replied, with an air of great superiority, "Oh we did away with that 15 years ago." At one of the CARHE sessions, the speaker expressed her thankfulness that they didn't use that term any more, but rather used "family studies." Yet she also told us that a male teacher said to a student (also male), "What are you doing taking Family Studies?" Home economists/human ecologists find happiness and satisfaction in their work. Mary Boni, subject of this issue's "On the Job," says "My job is real." So why do we reject and deny "home"?

Currently there is emphasis on "home" and "place" in top subscription gardening and home renovating magazines. Home is also receiving emphasis in more serious literature, as, for example, the theme "Economics: The Care and Management of Our Home" of the March 1996 *Scarboro Missions*. In the Spring issue of *CHEJ*, Patricia Thompson discussed the importance of a "place" for Home Economics in the network of ideas—the dilemma is that the home economics knowledge system exists outside the dominant knowledge system. In this issue, "Disarray of Home Economics Curricula" analyzes two provincial curriculum guides and finds that valuing home is treated as something to be outgrown and that there is a movement in schooling away from a valuing of daily/family life to a valuing of work/public life.

This summer issue looks at daily needs for food security, housing, safety, especially for those most in need. These are high on the list of topics from the Beijing Conference, dealt with especially under sections on poverty, the participation of women in decision making, and the need to attach importance to the unpaid work in the home.

Lila Engberg in "What Should We Do About Food Security?" points out that there is no one cause of food problems within a household or family. In her diagram of a web of interconnected relationships and interrelated factors, she places family and everyday requirements of the home at the centre. A very short Habitat story, "Mercy In Kelowna," illustrates the role of decent affordable housing, i.e. a good living space as "home," in this web of interacting forces. A specific concern for the safety of infants and children is brought out in "Canadian Policies and Regulations for Baby Clothing and Bedding" with the implication that this safety issue is not a high priority in the world of commerce and trade.

The study of spousal employment by William R. Frisbee, using social science empirical methodology, brings to light interesting examples of conflicting values: the love of home, i.e. the place and its care, may outweigh the desire for a career; and in other cases, the choice of and demands of a career may outweigh the desire for children. In a different approach to work, Elizabeth Heeney tells of her personal experience of breaking away from the dominant ideology in acquiring direction for her life's work in home economics.

All of these writers call us to reflection and action. Linda Peterat and Jennifer Khamasi ask, "Are home economics

Récemment, au moment d'un petit déjeuner qui avait lieu à Brock University, lors du Congrès des sociétés savantes, un professeur de l'Université de Saskatchewan m'a demandé dans quel domaine je travaillais. Lorsque j'ai répondu «en Économie familiale», il a déclaré, avec un grand air de supériorité: «Oh, nous avons éliminé cela, il y a 15 ans.» Néanmoins, les économistes familiales trouvent de la joie et de la satisfaction à faire leur travail. Mary Boni, qui est le sujet de la chronique "Au travail" de ce numéro dit: «Mon travail est réel.» Alors, pourquoi rejeter et renier «l'économie familiale»?

De nos jours, on met l'accent sur les concepts de «foyer» et de «place» dans les revues les plus populaires de jardinage et de rénovation des maisons. On met également l'accent sur «le foyer» dans des textes plus sérieux; ainsi, le thème du numéro de mars 1996 de la revue *Scarboro Missions*, est «L'économie: le soin et la gestion de notre foyer». Dans le numéro Printemps de la *Revue canadienne d'économie familiale*, Patricia Thompson traite de l'importance d'une «place» pour l'économie familiale dans le réseau des idées — le dilemme est que le système de connaissances de l'économie familiale existe à l'extérieur du réseau de connaissances dominant. Dans ce numéro, l'article «Désarroi des programmes d'études d'économie familiale des provinces canadiennes» fait l'analyse du programme d'études dans deux provinces et constate que la valorisation du foyer est traitée comme quelque chose qu'on doit dépasser et qu'il y a un mouvement en éducation qui va d'une valorisation de la vie familiale/quotidienne à une valorisation de la vie publique et du travail.

Le numéro Été se penche sur le sujet des besoins quotidiens de la sécurité alimentaire, du logement et de l'habillement sécuritaire, surtout pour ceux qui en sont les plus démunis. Ces besoins sont en tête de la liste issue de la conférence de Beijing; on les retrouve surtout dans les sections sur la pauvreté, sur la participation des femmes dans le processus de prise de décisions et sur le besoin de donner de l'importance au travail non-payé dans le foyer.

Lila Engberg dans l'article «What Should We Do About Food Security?» souligne qu'il n'y a pas qu'une seule cause pour les problèmes en alimentation dans un ménage ou dans une famille. Dans son illustration d'un réseau de rapports et de facteurs interreliés, elle place la famille et les exigences quotidiennes du foyer au centre. «Mercy In Kelowna», une courte nouvelle sur l'habitation, illustre bien le rôle joué par du logement convenable, à prix abordable dans ce réseau de forces en interaction. Une préoccupation précise pour la sécurité des bébés et des enfants est présentée dans «Canadian Policies and Regulations for Baby Clothing and Bedding» avec l'idée que cette question de sécurité n'est pas une grande priorité dans le monde des affaires et du commerce.

L'étude de William R. Frisbee sur l'emploi chez les conjoints, où est utilisée une méthodologie empirique de sciences sociales, révèle des exemples intéressants de valeurs en conflit: l'amour du foyer, c'est-à-dire l'endroit et l'entretien de celui-ci, peut être plus important que le désir d'avoir une carrière; dans d'autres cas, le choix et les exigences d'une carrière peuvent être plus importants que le

educators willing to take up the curriculum leadership in ways that curriculum writers apparently fear to tread?" Lila Engberg says that we are at the "grass-roots" of the food problem but that we are not a united group nor a strong community. She continues, "The voices of mainstream economists and political leaders may be in the forefront . . . but theirs cannot be the only voice the only voice." *We could* raise a united voice and claim our space.

désir d'avoir des enfants. Parlant aussi de travail mais avec une autre approche, Elizabeth Heeney relate son expérience personnelle à se distancer de l'idéologie dominante pour trouver une direction pour son travail d'une vie en économie familiale.

Tous ces auteurs nous lancent un appel à la réflexion et à l'action. Linda Peterat et Jennifer Khamasi demandent si les enseignants et enseignantes d'économie familiale sont prêts à donner aux programmes d'études une orientation qui semble faire peur aux concepteurs actuels. Lila Engberg dit que notre influence peut s'exercer à la base même du problème de l'alimentation mais que nous ne sommes pas un groupe uni ni une collectivité forte. Elle continue en disant que la voix des économistes et des chefs politiques est celle qu'on entend le plus — mais leur voix ne peut pas être la seule qu'on entende. Nous *pourrions* unir nos voix et réclamer notre place.

J. Estelle Reddin
Editor / Rédactrice

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Revue canadienne d'économie familiale

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Thème général: **Après Beijing - Égalité, développement et paix**

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Automne 15 juin 1996 • **Hiver** 15 septembre 1996 • **Printemps** 15 décembre 1996 • **Été** 1^{er} mars 1997

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Canadian Home Economics Journal

1996 Vol. 46 and 1997 Vol. 47

General Theme: **After Beijing – Equality, Development, and Peace**

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Exploring Experience

Elizabeth Heeney

The message on a Hallmark greeting card describes as "wise" those who learn not only from books but also from nature, and from their own experiences and the lives of others. Learning from our "own experience and from the lives of others" tends to be taken for granted and under-valued in our busy everyday realities. I have to admit that I never really delved beneath the surface of my career experiences until I recognized that my daughter was struggling through similar situations.

In 1991, when I was applying for acceptance into the graduate program at the Faculty of Education, University of Western Ontario, my daughter was experiencing some frustrating career decisions in Grade 12. Several male teachers were trying to encourage her to choose engineering as a profession but their "gentle persuasion" backfired and she became determined not to succumb to their pressure. Consequently, I began to question how I had arrived at my own career choice of teaching with

Home Economics/Family Studies as my area of specialization.

Seeking an understanding of where I was, how I got there, and where I was going in my working life encouraged an inquiry of my "choosing to teach." I hoped that such an inquiry would not only lead to self-understanding but that it would inform and shape my work with my students and clients. As well, I expected that my inquiry would serve as an example of what could be learned through autobiographical research and at the same time allow possibilities of bringing into visibility for others the taken-for-granted nature of their own personal career choices.

This paper describes my inquiry. First, I introduce my initial questions and briefly outline the methodology that framed my work in order to reach the type of understanding that I was seeking. Second, I identify and interpret common threads that weave through my personal experiences and the experiences of some of my ancestors who chose to teach. Finally, I sum

up my new understandings of my choosing to teach and suggest new directions or future possibilities that this inquiry opens up.

Connections of Family, Career, and Cows

It is strange here, no one at school. For twenty years Telfords were in Strabane School. If it were possible to spare Jessie I would like her to go to High School. She would like to teach but she cannot be spared as this house and six cows etc. are too much for me.

Sept. 25, 1911

Christina Robertson Telford
(from a letter by my great-grandmother to her sister Kitty)

I began my inquiry wondering — what is the meaning for a woman of "choosing teaching" as a career? What is the meaning for a woman having "chosen teaching" of following in the footsteps of several female ancestors? What would constitute a meaningful relationship between a mother and a daughter who is on the threshold of making a career decision. (Heeney, 1994, p. 3)

For my inquiry, I wanted to examine the meaning of career choice rather than the process of career choice. Yet, reviewing available literature on theories of career choice, I came to realize that most theories of career are technical in nature and tend to describe or

Resumé

Cet article décrit une enquête herméneutique phénoménologique sur la signification du "choix d'enseigner" pour une femme qui a suivi l'exemple de plusieurs de ses ancêtres féminins. L'auteure a utilisé les cinq étapes du cadre autobiographique de Krall (1988): s'aventurer, se souvenir, comprendre, incarner et restaurer, pour explorer les récits d'expériences vécues par l'auteure, sa grand-mère, la cousine de sa grand-mère et son arrière-grand-tante. Même si le contexte dans lequel chaque femme a fait son choix était unique, chacune a choisi parmi un nombre limité de possibilités de carrière, chacune a satisfait son besoin de veiller au bien d'autrui et chacune, à des degrés différents, a répondu à un appel spirituel. Ce texte sert d'exemple de comment l'exploration d'un écrit autobiographique peut amener à de nouvelles compréhensions, à une vision plus claire de la personne qu'on veut devenir et à un sentiment d'être en contrôle de sa destinée dans son cheminement vers cette vision.

Abstract

This paper describes a hermeneutic phenomenological inquiry of the meaning of "choosing to teach" for a woman who has followed in the footsteps of several female ancestors. Krall's (1988) five-step autobiographical framework of venturing, remembering, comprehending, embodying, and restoring is used to explore writings of lived experience of the inquirer, her grandmother, her grandmother's cousin, and her great-great-aunt. Although the context of each woman's choice is unique, each chose from a limited array of career possibilities, each satisfied her need to nurture, and each, to a varying degree, responded to a spiritual call. This paper serves as an example of how an exploration of autobiographical writing can lead to new insights, to the illumination of a clearer vision of the person one wants to become, and to a sense of empowerment to act intentionally in journeying towards that vision.

Editor's Note

This paper won the Canadian Association for Research in Home Economics (CARHE) Graduate Student Award in June 1995.

The Author

Elizabeth Heeney, MEd, MSc, has her own nutrition consultancy and is employed as a public health dietitian in Brantford, Ontario.

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explain why an individual chooses one career over another but ignore who and what influences the decision-making process. Even today's advanced computer programs, although useful tools in identifying an individual's strengths and weaknesses relative to specific careers, disregard the context of an individual's decision. These theories and tools fail to place any significance on the number of cows one owns.

As indicated in the excerpt from my great-grandmother's letter, her daughter's education and career choice reflected the needs of other family members as well as the family workload. Similarly, the context of today's career choices mediates decision-making. Yet traditional theories of career do not easily accommodate context. Today's realities of career reassessment, career absence, and career change do not "fit" traditional theories which depict career development as a linear process and career choice as a single decision (Ginzberg, Ginsburg, Axelrod, & Herma, 1951; Super, 1957).

For my inquiry, I wanted to explore the interrelationships of factors that influenced my choice to teach. Rejecting the traditional technical theories of career choice, I struggled to find a way of gathering and organizing my data that accommodated an epistemological shift from the process of choosing a career to the meaning of career choice. I selected Krall's (1988) methodological framework for using personal experience as educational research to examine the commonalities and connections between my lived experiences and those of my ancestors. The lived experiences were pre-reflective everyday happenings described in journals, diaries, and autobiographies (Van Manen, 1990, p. 35). The original experiences did not have meaning, but meaning developed upon reflection.

Using Krall's five-step framework of *venturing*, *remembering*, *comprehending*, *embodying*, and *restoring*, three recurring themes emerged which led me to a clearer understanding of my "choosing to teach." I came to realize that, as a young woman on the verge of making a career choice, I chose teaching, unaware of the breadth of possibilities. I chose teaching because of a "need" to nurture; and, in a sense, I was "called" to teach. These themes are explored in the next section.

Cradle Songs of Limited Choice

One evening my mother returned

home from a Women's Institute meeting all in a flap. A new member had asked her if she worked. My mother had answered that of course she worked. How could a woman raise five children on a farm and tend a large garden without working? (Heeney, 1994, p. 42)

I can remember quite clearly my mother's anger and frustration after that meeting which revealed so clearly one of society's contradictions. My mother, who worked from sun-up to sun-down, was not considered to be a "working woman." Is work just a paid activity? Or is work any activity that enables one to move closer to becoming the person that she hopes to be?

The voices of power in our patriarchal society not only determined what was "work," but also dictated which jobs or careers were "women's work." In the past, writing was not considered suitable for a woman, so my ancestors concealed gender when seeking publication. My great-great-aunt Jessie wrote under the pseudonym "Uncle Tom" and my grandmother's cousin Marj used her initials when signing her name "M.B. Nichol." On the other hand, the teaching of young children was a "good job for a girl" until she married and took her rightful place in the home. As my great-great-aunt wrote in her diary on her first day of teaching school, "I feel that I am filling a woman's place, and may the good God help me to do my best, both for myself and others" (McQueen, p. 16).

As teachers and mothers, my great-great-aunt, grandmother, grandmother's cousin, and I participated in the perpetuation of the taken-for-granted gender differentiation in our patriarchal society. Along with the majority of teachers in Ontario, we divided the students according to gender so that they used separate entrances, drank at separate water fountains, and engaged in separate activities. Perhaps we acted like the teachers in Spender's (1982) research study, spending more time with the boys, expecting more from the boys, and allowing the boys to speak out more frequently. In many little ways, without realizing what we were doing, we let the girls know that what they did was of less value.

Within schools, subjects taken exclusively by female students were considered of less value than those taken predominantly or exclusively by males. When I chose to pursue a career in home economics, I failed to recognize the low status of the subject in our

patriarchal society. In fact, I was in my first year of university before I realized that my own father considered my subject choice of little importance to society.

We had just turned the corner of the Brock Road and the 6th concession when my mother (who was driving) turned to me and said, "Your father is disappointed that you decided to pursue Home Economics (Family Studies) at Guelph." I was crushed. Dad had attended college at Guelph and I thought that he would be pleased. (Heeney, p. 42)

While my decision partially fulfilled my father's expectation that I attend university, my choice of subject more closely reflected my mother's interests. Pondering on this experience, the contradictory nature of my career choice seems so obvious. Now, I realize that my father was torn between allowing me to make my own career choice and discouraging me from making a socially "acceptable" choice of low value. I was torn between pleasing both parents and myself.

Thinking about my parents' expectations for me, the following story emerged.

"'Versity girl, 'versity girl,

I'm going to be a 'versity girl."

During her first year at university, my daughter became friends with a mature student who was teaching her two- and three-year-old daughters this skipping song. That student hoped to direct her daughters towards a university career immediately following secondary school, so they could avoid some of the frustrations that she had experienced as a mature student. (Heeney, p. 40)

Reflecting on this brief story, I came to realize that this mother was limiting her daughters' choices while trying to protect them from struggles that she had faced. With the best of intentions, parents shape their children's career choices.

Dr. Dianne Looker, a sociology professor at Acadia University in Nova Scotia, has explored the attitudes and expectations of Hamilton-area teens on several occasions from 1975 to 1994. A greater percentage of mothers (39%) were credited with influencing their daughters' career choice than fathers (22%) or teachers (1%). Results for sons were similar. Although parents have this strong influence, Dr. Looker commented, "Boys and girls still have a narrow range of jobs they choose. It's

almost as if they don't know about their range of options" (Davy, 1994, p. C1).

Little seems to have changed since 1881 when my great-great-aunt Jessie wrote, "... six years ago a merry group of pupils homeward bound. To-day one is married, four have been or are teachers, one is a minister, two still at home, and I, the writer, here" (McQueen, 1890, p. 40). The range of career choices remains limited.

The range is more limited for females as less is expected of girls. Girls are not expected to perform as well as boys in the classroom (Spender, 1982). Girls tend to achieve the level that is expected from them and learn to expect less of themselves and for themselves (Davy, 1994). From popular magazines to school texts, females have been depicted as invisible, or weak and helpless, or at work in the home (Sheehan, 1991, p. 283). In fact, most Canadian girls expect to live the traditional life of marriage and children with a caring husband and father (Labour Canada, 1986).

Societal, parental, and self expectations have limited career choices for young women for generations. While I took for granted that I had career opportunities equal to my male counterparts, in reality, my range of possibilities was narrowed from my cradle. Did I really have a choice? Is it ever possible to freely choose from the entire range of possibilities? Are not all students carrying baggage from the past which weights them down? I came to realize that I not only had a limited range of possibilities, but I was socialized to feel certain needs that I wanted my career choice to fulfill. The need to nurture and be nurtured was a common thread that ran through the descriptions of lived experience of my ancestors and myself. That theme is explored in the next section.

Nurturing Needs

Reflecting on my descriptions of lived experience, it dawned on me that I needed to become a nurturer as part of my need for fulfilment and as a way to live a meaningful life. If nurturing is "the act or process of promoting the development, etc., of a child" (McLeod, 1988), by choosing to teach, I was creating opportunities in which I could satisfy that need. By choosing to teach nutrition (Family Studies), I was promoting the development of the body as well as the mind. Looking back, I sense that I considered the provision of food

extremely important in meeting basic human needs. However, I have come to realize through practical experience that physiological, emotional, social, and spiritual needs are interconnected and that nurturing involves promoting the development of the whole person. Although I did not fully understand my need to nurture when I chose to teach, I feel if I had ignored that need then I would have denied myself the opportunity of reaching my full potential.

My great-great-aunt Jessie used the metaphor of nurturing/gardening to describe her relationship with her students. "Parents, teachers, companions, older brothers and sisters — shall we not remember that we are the influences, the spiritual dew, rain and sun, whereby that budding life of promise is to ripen into perfect flower?" (McQueen, 1890, p. 87). In another passage she wrote, "I write here with mingled feelings of joy and sorrow. Joy — because I have received evidence that the seed sown is growing. Sorrow — because sloth prevented me from doing more" (p. 42). Similarly, my grandmother's cousin, Marj, used the metaphor of teacher as nurturer/gardener in her writing, with phrases such as, "How much of that branch of craziness, known as unconscious humour, should be pruned and corrected for the child's development..." (Whelpdale, 1986, p. 146).

The metaphor of nurturing is frequently used in teaching, particularly with female teachers, which leads one to ask, "Are women more suited to nurturing than men?" Chodorow suggested that they were when she wrote, "Because women are themselves mothered by women, they grow up with the relational capacities and needs, and the psychological definition of self-in-relation, which commits them to mothering" (Chodorow, 1979, p. 209). Although these nurturing qualities are taken for granted, they are not due to physiological or biological differences (Maccoby & Jacklin, 1974). I came to realize that nurturing was a socialized need. It dawned on me that women growing up in the 1960s and 1970s were encouraged to fulfill their need to nurture while suppressing other needs.

Betty Friedan captured the frustration of women when she wrote, "Each suburban wife struggled with it alone. As she made the beds, shopped for groceries, matched slipcover materials, ate peanut butter sandwiches with her children, chauffeured Cub Scouts and Brownies, lay beside her husband

at night — she was afraid to ask even herself the silent question — 'Is this all?'" (1963, p. 15).

Nurturing others often takes precedence over nurturing oneself. Yet, every man, woman, and child needs to be nurtured. My great-great-aunt Jessie expressed this need, "The rich soil of your young minds is lying fallow — you keep the weeds down because you have been taught right from wrong; but what are you doing that it may bring forth abundantly?" and "Don't neglect the cultivation of the busy brain; it will make you a more useful man — a truer woman" (McQueen, 1890, p. 178, 169).

I used to think that I was nurturing myself by learning new skills, taking new courses, and reading, but it finally dawned on me that I was acting in ways that promoted my technical development. Engaging with Westeroff (1987), I began to make sense of the metaphor of nurturing. Westeroff discussed three metaphors for teaching — production, growth, and travel. Production implies doing things to others or exercising power over others. Growth (nurturing) implies doing things for others who are passive recipients in a one-sided helping relationship. The metaphor of travel implies that teaching means sharing experiences with others which is an empowering relationship.

Having actively embraced the nurturing of others, I narrowed my career possibilities and reproduced the metaphor of female teacher as nurturer. I actively participated in perpetuating the patriarchal power structure of the family in the classroom with male over female, teacher over student, and gardener over plant.

I came to realize that, "One must attend to one's own being and nurture those personal factors that prompted vocational choice" (Bolin, 1987, p. 219). I must act in ways to satisfy my intellectual, social, and spiritual needs, not just my technical needs, in order to reach my full potential — to become the teacher, mother, and individual that I want to be and become. Then I can engage in an empowering nurturance with others as we journey together or grow together towards the light in our garden of possibility.

Answering the Call

Encountering descriptions of the experiences of others, I realized that some are "called" to teach. My friend Kathryn heard and responded to a call. Following completion of her undergraduate degree, she applied to both law school

and teachers' college as alternative routes to furthering her education. Being accepted at both, she made the tough decision to attend law school and rejected the teaching opportunity. That summer, she lived and worked as a camp counsellor. When the summer was over and she returned home to prepare for law school, she felt a spiritual call to teach — to help young children reach their full potential. She had found her mission in life. She gathered up her resumé and literally begged the university to reconsider her application to teachers' college. She was successful and has been teaching for about ten years.

Similarly, my great-great-aunt Jessie felt "called" to teach. As Robert McQueen writes in a section entitled "The Secret of Her Success," Jessie had "the deep conviction that if she had a mission on earth, that mission was 'to teach,' and that conviction found expression day by day in her patient and persistent efforts on behalf of those entrusted to her" (1890, p. 45). For Jessie, it was not just a call to teach, but a call to a way of life. "Wherever I may go, this schoolhouse will ever hold a tender spot in my heart. It is the place where I first started my career in life" (p. 17).

A "call" indicates a possible direction in life's journey where the body, mind, and spirit are in agreement — the path that leads to fulfillment. Answering a "call" did not unconsciously make us teachers, but a teacher was the person that each of us strove to be and become. It was the beginning of the career course of life's journey.

Thinking back to the time when I was choosing to teach, I wondered if I had been called to teach. It dawned on me that I had not allowed myself to respond to or had ignored the initial call to teach adults. My teaching career has zigzagged from teaching adults to children and back to adults. I came to realize that I responded first to my need to nurture and once that need was satisfied I allowed myself to be called to an "empowering nurturance" with adults as we journeyed together (Grossman & Stewart, 1990, p. 30). While I did not initially respond to a "call" at the beginning of my career journey, I finally began to listen along the way.

Summing Up

This hermeneutic phenomenological inquiry, using Krall's (1988) autobiographical framework, allowed expo-

sure of the constraints of society, family, and self which have spanned generations limiting career possibilities. Unlike technical and procedural theories, Krall's framework accommodated elements such as personal values, attitudes and beliefs, and the possibility of a spiritual career call. The framework provided an organizational structure for deconstructing and then reconstructing personal knowledge. It allowed the human face of career choice to emerge so that I came to realize that career choice was not as calculated as it appeared on the surface.

The act of making a career choice is the culmination of all experiences that have gone before — personal lived experiences and those of our ancestors before us. Each of us carries excess baggage from the past as we journey onward. Making "choices," we engage in a dynamic journey of growth and change over time to move towards the person that each of us is meant to be and become. "Choosing to teach" did not automatically make me a teacher: A teacher is someone that I am striving to be and become.

Journal-writing, autobiography, and story can foster an understanding of what is really important in one's life. These can be empowering activities to broaden the range of career choices and may result in students being more directed, more confident, and more persistent in overcoming barriers that impede their choices. As my son approaches the point in time where he is expected to make a career choice, he and his friends are beginning to question whether they will be employed, let alone have any semblance of choice. By focusing on the *meaning* of career choice, will they have a sense of direction and purpose that guides them through the disappointments and times of unemployment that they may face? Teachers can mediate between the career choices, experiences, and interests of their students, just as I can mediate with my children.

This inquiry has been a personal journey. "No one else can give me the meaning of my life; it is something I alone can make. The meaning is not something predetermined which simply unfolds; I help both to create it and to discover it, and this is a continuous process, not a once-and-for-all" (Mayeroff, 1971, p. 62).

This inquiry serves as an example for my children and others, for "We are at our best when we make our lives and our search for meaning available as a

resource for another's learning" (Westerhoff, 1987, p.192). Herein lies the possibility of mediating meaning across generations.

As my grandmother's cousin Marj wrote:

*May life bring you peace and tenderness,
May you find your just reward,
And may you always remember
The life that's gone before.*

M.B.N.
(Whelpdale, 1986, p. 21).

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What Should We Do About Food Security? Discussion Paper

Lila E. Engberg

Hunger and malnutrition are world-wide social problems which are growing. According to 1992 reports on the nutrition situation in the world, the prevalence of protein-energy malnutrition among young children had increased from 170 million to 190 million in absolute numbers (UNICEF, 1994). At the time of the report, countries in Asia had the highest prevalence; but many countries in Sub-Sahara Africa were experiencing a situation worse than that of ten or more years ago. Today hunger is becoming a national issue in Canada as well. Increasing numbers of people are reported to be using food banks and other support services. At the same time, a change in thinking has occurred about food security and reasons for eradicating hunger.

A World Food Summit is scheduled to be held in Rome, November 13-17, 1996, at the headquarters of the Food and Agriculture Organization (FAO) of the United Nations. Heads of state from countries world-wide are expected to attend. The call is out for participation of others who see a role for themselves in solving food security problems — members of non-governmental organizations, institutions, and private companies. Those who participate in the Summit are expected to adopt policies and strategies and a *Plan of Action* to secure the most basic of human needs.

In October, 1995, Doris Badir and I participated in the FAO 50th anniversary symposium, "People at the Heart of Development — Food Security through Knowledge," held in Quebec City. Then in January, we contributed to the food agenda through the International Federation for Home Economics and their representative to FAO. We did so in order to draw attention to the special role of women and families in the food system, but without input

from the CHEA membership. We were able to participate in this limited way as a result of our links with the Executive Committee of the International Federation for Home Economics. Work towards accomplishing food security world-wide is only beginning.

Home economists have always considered food to be one of the most basic human needs, essential to maintain life and well-being, but they have not always recognized the inter-connections which contribute to global hunger or malnutrition, or tackled food problems at their root, or participated as members of a coalition. What actions can members of the home economics profession take to address local and global issues of food security? What can we do as individuals and as an organization? Do we have something unique to contribute to a larger coalition made up of nutritionists, agriculturists, and other concerned people? What policy recommendations can we make?

These questions cannot be answered unless we become engaged in a critical examination of food security issues, the actions of various interest groups, and our own role as professionals. The goal of this paper is to

promote reflection and collaboration. I will attempt to clarify the issues, present a framework for conceptualizing the family food problem, and then propose some actions.

Food Security — Beyond a Definition

An examination of various definitions of food security may help our thinking. The Director General of the International Food Policy Research Institute and his Special Assistant stated that: "We must eradicate hunger not only for moral and altruistic reasons but because it destabilizes global economic, social, environmental and political conditions" (Pinstrup-Andersen & Pandya-Lorch, 1995, p.18). Extreme economic disparities and food problems, for example, may be among the

Resumé

Cet article pose des questions au sujet du rôle de la profession d'économie familiale en ce qui a trait à la sécurité alimentaire au niveau local et mondial compte tenu du sommet mondial sur l'alimentation qui se tiendra sous peu. L'auteure suggère que les membres de cette profession fassent plus que formuler une définition ou une résolution à ce sujet et qu'ils forment des coalitions pour aborder les problèmes en alimentation. Deux questions principales sont soulevées dont l'une est le courant dominant de la pensée économique et l'autre est le rôle oublié des femmes et des familles. L'article suggère d'une part la participation d'organismes et de personnes préoccupés par ce débat et d'autre part la recherche de solutions tenant compte de stratégies d'action et d'apprentissage participatoires.

Abstract

Questions about the role of the home economics profession in global and local food security issues are raised because of a forthcoming World Food Summit. It is suggested that the members of the profession go beyond a definition or a resolution about food security to forming coalitions to address food problems. Two central issues are raised; one is the domination of mainstream economic thinking, the other is the neglected role of women and families. The solution suggested is the involvement of organizations and people concerned in the debate and the search for solutions through the use of participatory learning and action strategies.

The Author

Lila E. Engberg, PhD, PHEc, is Program Coordinator for CHEA members involved in a partnership with the Home Economics Association of Africa. She is a retired faculty member from the University of Guelph.

underlying reasons for unsettled conditions and wars in a number of countries in Africa. The authors state a "2020" vision formulated for Food, Agriculture, and the Environment. "The Vision seeks to achieve a world in which every person has economic and physical access to sufficient food to sustain a healthy and productive life; where malnutrition is absent, and where food originates from efficient, effective, and low-cost food as well as agricultural systems that are compatible with sustainable use and management of natural resources" (p. 22). Management of natural resources, of markets, and of know-how and technology were the three themes addressed at the FAO Symposium (FAO, 1995).

The vision statement quoted above expands on earlier work of an FAO Committee on World Food Security (Dey, 1984). That Committee stated that the ultimate objective is "to ensure that all people at all times have both physical and economic access to the basic food they need" (p. 3). Inequalities in access to resources and food and inappropriate distributional policies were acknowledged, but concern at that time was more specifically about aggregate food supply at national levels. Policies were directed to increasing global food stocks and to increasing agricultural technology and production and world trade, not to equitable access at individual and household levels (Phillips and Taylor, 1990).

In the Canadian Home Economics Association resolution on food security in Canada adopted at the 1993 Annual General Meeting (CHEA, 1993), neither the household nor the environment was mentioned. In that resolution, food security was defined as "...access by all people at all times to nutritionally adequate, safe, personally acceptable foods from normal food channels. Normal food channels are stores, food markets, and home gardens, not food banks or soup kitchens which are short-term, stop-gap measures." A concern about "normal" food sources was expressed but organizational action did not go beyond adoption of the resolution.

In 1990, UNICEF developed a conceptual framework and a strategy for improved nutrition which reflected new development thinking (UNICEF, 1990, 1994). The framework identified and separated the basic, underlying, and immediate causes of malnutrition. The immediate causes at the individual level, identified as inadequate dietary

intake and disease, have been recognized and addressed by nutritionists for a very long time, but the major underlying causes of household food insecurity and conditions of poverty in the local environment have not been fully addressed. At a still more basic or fundamental level are the political and economic policies concerning potential resources which lead to poverty and food insecurity. The UNICEF strategy proposes attacking all these interconnected causes — immediate, underlying, and basic causes — simultaneously through a repeated "triple-A" cycle of actions: *Assessment* of the situation, *Analysis* of the causes of the problems, and *Action* based on the analysis and available resources.

In an article titled "Back to Basics," the World Food Day Association of Canada drew attention to this framework. The Association urged a concerted attack on macro-level political and economic policies which underlie food insecurity problems of hundreds and millions of people (World Food Day, 1994). Home economists, and others, must go beyond definitions or resolutions to a deeper understanding of the environmental conditions where people live if food security problems experienced by the people themselves are ever to be addressed.

Basic Causes of Global Food Problems

UNICEF has identified political and economic structures and ideological perspectives as the basic causes underlying other causes of food insecurity or security. A Canadian economics professor, Michel Chossodovsky, in a paper reviewing such underlying causes of famine and food insecurity, states that there have been far-reaching changes in the global economy which have redefined the structure of industry and agriculture (1995). A few of the changes noted were as follows:

(1) The G-7 governments and the Washington-based international financial institutions have redirected agriculture toward high value-added non-staple and processed foods for the global market. Only privileged upper-income groups have access to such products.

(2) Small-scale farmers (including family farms in Canada) are losing control of the land they farm and the production of food staples normally consumed locally. Increased landlessness has led to urban migration, unemployment, and environmen-

tal degradation. Many of the peasantry in Third World countries have been transformed into low-paid seasonal plantation workers.

(3) Global food monopolies are gaining control of production and are fighting for global market share. For example, a global-industrial enterprise, Cargill Inc., has more than 140 affiliates and subsidiaries which control a large share of the international trade in grain.

(4) The articles of agreement of the new World Trade organization will give unrestricted freedoms to food giants such as Cargills to enter the seed markets and gain intellectual property rights over plant and animal life forms. This will destroy the rights of small farmers to breed seeds in village nurseries and will further the destruction of biodiversity.

(5) Since the debt crisis of the 1980s, the International Monetary Fund (IMF) and the World Bank have imposed macro-economic reforms and conditions which allow government funds to be redirected towards servicing external debts. As a result of these interventions, the aid flow, in monetary terms, from North to South has been reversed. Also, rural infrastructure, health, educational, and social programs in many countries have been destroyed. The structural adjustment policies are economic policies which have systematically undermined all categories of rural and urban economic activity.

Vandana Shiva gives examples of what is happening in India as a result of global economic changes (Shiva, 1995). She states that: "The emphasis on cultivation of cash crops has already resulted in millions of hectares of land being diverted from production of food to horticultural and oilseed production. [Also] in Andhra Pradesh and Tamil Nadu private corporations are today allowed to acquire over 300 acres of land for raising shrimp for export" (p. 25). Shiva also describes the loss of water rights for the less powerful. "Agribusiness corporations are diverting streams, rivers and groundwater for irrigating intensive export crops." How are marginalized people in India expected to survive?

As we know, Canada has not escaped structural adjustment policies. Political leaders tell the public that there are no alternatives to global competitiveness, privatization of business, or to cutbacks of social programs because of the need to curtail government deficit and service government

debt. At the same time, a number of politicians propose stimulative tax cuts assuming that consumers will then increase spending and boost the economy. The tax cuts may produce even more monstrous deficits which will then generate additional political support for still greater government cut backs. There are some who challenge such linear thinking and economic theories. For example, Ekins & Max-Neef (1992), Goudzwaard & de Lange (1994), and Reid (1995) present alternatives.

It is obvious that the traditional economic doctrine is not able to reduce poverty. A champagne glass of injustice is pictured by the UNDP Human Development Report for 1992 and described by David Korten (1995). The bowl of the glass represents the richest 20% of the world's population with 82.7% of the world income. In the stem at the bottom, the poorest fifth receives 1.4% of the income. And the gap continues to grow. It is Korten's view that the international financial institutions have strengthened the capacity of the rich to acquire even more of the wealth at the expense of people and of the earth's ecosystem (p.7). Global food interdependence has grown, as described in *Our Common Bowl*, but the capacity of ordinary people to gain access to food has declined (IDRC, 1992).

Those who participate in the development debate hold differing convictions about the role of markets and state, and of capitalism versus socialism. At one end of the continuum are those who maintain that economic growth, free markets, and privatization of government services will lead to prosperity. Proponents believe there will be a "trickle-down" effect as a result of economic globalization. At the other end of the spectrum are those who advocate state controls and trade barriers in order to protect local producers. The assumption of protectionists is that there will be a more equitable distribution of resources and that more people will then become locally self-reliant. Both top-down positions assume that if the economic system were "fixed" all other problems would be solved. Neither standpoint pays attention to people nor to participatory democracy. People at grass-roots level, especially women, are seldom involved in policy formation and decision-making at national level. Joan Butcher, as a result of her participation in the NGO Forum at the 4th UN World Confer-

ence on Women, reminds us of the concerns of women worldwide (1995).

The Role of Women and Households in the Food System

One of the world's realities is the everyday lives of women. Every day throughout the world, women are closely involved with food provisioning for their own families and others. Many thousands of women struggle daily to meet the food needs of their families, to generate income, and to carry out other household and community tasks. They organize most of the meals, do the food shopping, the cooking, the food service, and see that each person has food to eat. Men may be marginally involved, perhaps more involved with "hands-on" food provisioning activities when meals and snacks are prepared and served in places other than at home — at work, on the street, in bars, restaurants, and institutional settings. Even then, daily food consumption patterns and options are likely to have been influenced by women in the home environment. (See Maina and Murray, 1993, for an example.)

From the moment girls and boys are born they are socialized differently with respect to food tasks and other responsibilities within family and community. Different treatment and different access to resources by gender have wide-ranging economic, social, and political effects. In many cultures, males become better educated, migrate to towns and cities, and assume positions of power and control. Many girls drop out of school. In Africa, for example, girls become the small-holder food producers and market women, working alongside their mothers and learning from them. About 85% of women in Africa are reported to be involved in agriculture (Dey, 1984; Muntemba and Chimedza, 1995). They produce, process, and store up to 80% of the food consumed by their families. Case studies of household food security and/or nutritional status in Malawi and Ghana (Engberg, 1990) and in Kenya (Kigutha, 1994) present a similar picture.

Figure 1 depicts a framework of the family livelihood system, presented to help us understand the interdependence of activities within the family or household and the nature of internal and external supports which might be needed. Individual members of a family or household participate in several market and non-market activities during their lifespan in order to survive.

Livelihood activities overlap, especially for women.

No doubt there are differences in the composition and structure of families but, regardless of family type, the participation of the members in household, community, and paid work must be organized or managed by the group as a whole. Each person is expected to share responsibilities and resources. The sharing may or may not be equitable by gender or age. There are differences in the division of labour by gender, culture, and environmental context. Women, rather than men, are more frequently engaged in non-market voluntary activities which are shown below the centre line in the diagram. This is true in our own history and culture. It is another of the issues addressed at the Beijing Women's Conference.

In some cultures, children learn to participate in each one of the sectors and to share the work at an early age. In other cultures, such as our own, children learn to become more individualistic, and to expect waged employment and the consumer goods money can buy.

So, what is the "bottom line" for us? Is it money and the market or something else? What are the moral questions? How can family members achieve a balance of work and family? How can gender issues be addressed and work and leisure be shared more equitably? What happens to women and men today in countries like Canada, where the majority depend on wage labour as the only source of cash income and "status," if they lose their jobs? Could family and global food problems be more adequately addressed if the "whole" livelihood system were examined in a historical and environmental context? These are important questions for families and for members of the home economics profession.

Complexity of the Family Food Problem

In the beginning sections of this paper, food security was examined from a macro perspective. Then livelihood issues were posed from the micro perspective of the family. Figure 2 presents the related aspects of the family food problems. In reality, there is no one cause of food problems within a household or family. There is a web of interconnected relationships which contribute to the complexity of the problem and optional solutions. In the diagram, everyday requirements are placed close to the centre: obtaining the food, fuel,

and water; preparing the meal, using the tools and equipment available within the space allocated for food preparation and service; managing the resources, taking into account family size and consumption habits. More distant but still connected are: cash income available, gender, cultural and religious factors. These are influenced by the economic and agricultural systems, which in turn are influenced by environmental and political conditions. And so on. Two-way influences are also to be considered.

The diagram is not meant to be complete. There are other factors and connections which could be part of the web. The people experiencing the food problem can draw their own web and help identify the factors which need attention.

At the professional level, empirical research and specialized knowledge in any one field or another (e.g., human nutrition, food science, or consumer studies) will not necessarily help families examine or address the totality of

the food problem. What then should we do?

A Strategy for the Profession of Home Economics

The challenge for members of the home economics profession is to become better educated about global issues and alternative viewpoints, to become involved in the debate, then take a stand based on a shared vision about what to do. Writers such as Vandana Shiva (1989) and those in the book *Seeds 2* (Leonard, 1995) can help us visualize different realities. But we must go beyond recognizing social realities to changing them "for the better."

Canadian writers and educators have used the *Canadian Home Economics Journal* and other publications as a way to challenge thinking about the field of home economics and professional practice. Vaines (1996) suggests that home economists set themselves up, not as people with answers, but as people who live and work with questions. The most fundamental questions, Vaines points out, are the moral

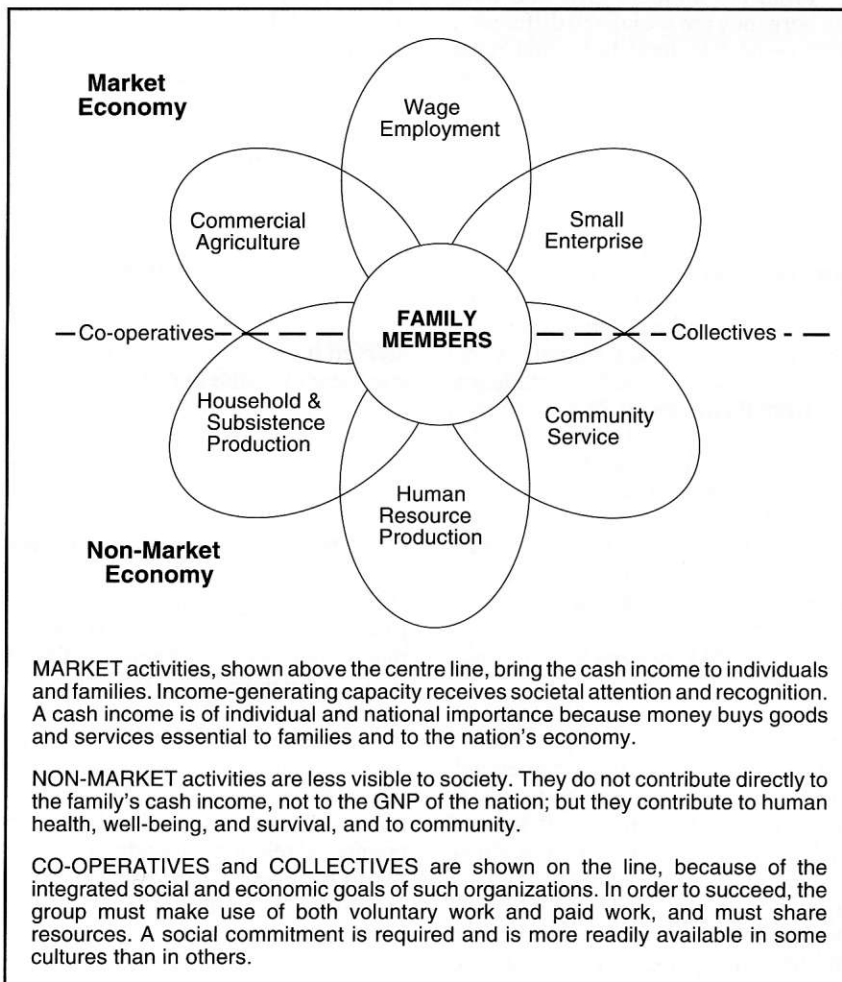
or value questions: "What does it mean to be human and live together in harmony?"

Arcus (1985) urges that we learn to use the process of reasoning about values issues, and learn to make judgments about what to do. We have been exposed to feminist theory and its relationship to home economics (Badir, 1989; Thompson, 1993). We have been challenged many times to take a reflective, ecological perspective, and to think more globally (Vaines, 1988, 1994; Smith & Peterat, 1992; Engberg, 1994). McGregor (1996) urges that we become engaged in policy formation.

Many of these authors as well as other home economists were influenced by the earlier work of Brown and Paolucci (1979). Twenty years ago at the XIIIth Congress of the International Federation for Home Economics held in Ottawa, Paolucci presented an evolving philosophy for home economics and an ecological model for viewing the role of family in social and economic development. That model placed the family in the centre, as the site of human resource formation and much transformation within the context of an immediate and more distant environment. Paolucci challenged us "... to take a position on issues that face families and take actions essential to bringing about orderly change so that basic human needs are met and quality environments are sustained..." (1976, p. 110). But what have we done about transforming practice since 1976? Are we overcoming the separation of subjects and learning to take a holistic perspective?

Brown and Baldwin (1995) present convincing arguments about integrating three differing systems of knowledge and action to use when addressing perennial practical problems of families such as the food problem. The technical or instrumental system is based on empirical research. It provides the "how to" answer, by helping us acquire information, skills, and techniques needed to develop or improve the food system and other goods and services. This system is a part of the home economics tradition. The second, the interpretive or communicative system, fosters interchange and understanding through sharing meanings, values, beliefs, and attitudes. It asks "why" do this or that? Who will benefit or lose? Reflection, discussion, questioning, and active involvement are asked for, as compared to acceptance of "scientific" facts, economic

Figure 1: The Family Livelihood System



dogma, or guidelines from outsider "experts." The third system, the critical/emancipatory system, encourages reflective choices and the freedom to act with responsibility after examining established norms and ideologies. Situations which are oppressive, dominating, or unjust are open to criticism and change. The *status quo* is not accepted.

This kind of educational and research model assumes that the people concerned with a particular food security issue will participate along with the professionals in the environment where people are living. People will learn to ask questions and search for answers if they are engaged in conversation or dialogue. Both the professionals and the people can experience and share all three systems of inquiry and learning, thus becoming better educated about the food problem, its underlying causes, and possible solutions. They can share their concerns and their knowledge, become empowered to take action at many levels — at home, in the community, and at more distant levels. Learning begins at home and in the local community, but people participation is required at all levels; programs need support, and advocacy is required if policies are to be reshaped.

Chambers and Guijt (1995) state that the use of participatory approaches has increased in recent years in many Third World communities. Participatory learning and action is a model which is being promoted by the sustainable agricultural program of the International Institute for Environment and Development. Some home economists in Canada may recognize that they already use such a participatory grass-roots model in their research, their community work, or at school, but they may need encouragement, a stronger theoretical base, and a coalition of supporters for the work they are doing.

Conclusion

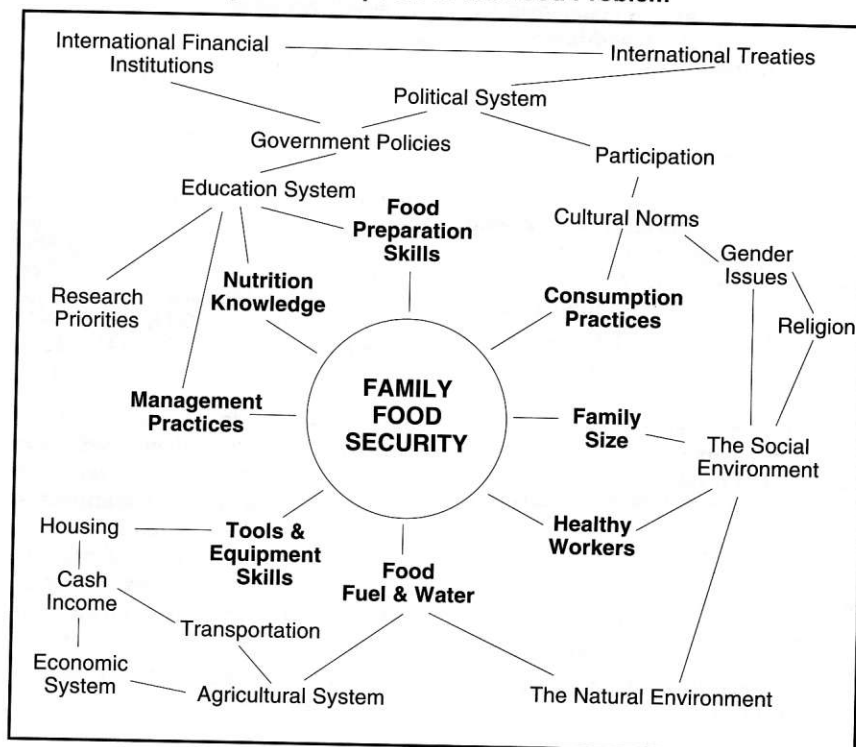
"What should we do about food security?" remains an unanswered question, as it should be until increasing numbers of people become engaged in the dialogue. Home economists are not alone as a profession concerned about food security, but we are unique in our focus on family, the social institution which has primary jurisdiction over food at individual and household levels. We are at the "grass-roots" of the food problem — a problem which cannot be solved without us! But we are

not a united group in proclaiming our interest in home, family, and community. We are not a strong community ourselves, yet we have important contributions to make to the debate and to actions for change. The voices of mainstream economists and political leaders may be in the forefront, as they attempt to push people in one direction or another and promote one way of thinking about global food issues, but theirs cannot be the only voice to be heard at the World Food Summit in November and afterwards. We must learn to unite with one another, form alliances with others, including agriculturists and nutritionists, and find ways to be heard.

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Figure 2: Interdependent Aspects of the Food Problem



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(Bangkok, Thailand) *Living Conditions, a Global Responsibility - The Role of Home Economics*. XVIIIth Congress International Federation for Home Economics / *Conditions de la vie: une responsabilité globale-le rôle de l'économie familiale*. Federation Internationale pour l'économie familiale XVIIIe Congrès.

August 17-23

(Edmonton, Alberta) *Science and Technology Education for Responsible Citizenship and Economic Development*. The 8th Symposium of the International Organization of Science and Technology Education (IOSTE).

Contact: Continuing Professional Education, University of Alberta, 4-116 Education North, Edmonton, Alberta T6G 2G5. Tel: (403) 492-0395 Fax: (403) 492-0390

Internet: kris.calhoun@ualberta.ca

September 5-8

(Washington, D.C.) *Beyond Beijing: From Words to Action*. 1996 Association for Women in Development (AWID) Forum.

Contact: AWID, 1511 K St. NW, Suite 825, Washington DC USA 20005. Tel: (202) 463-0180 Fax: (202) 463-0182

September 20-21

(University of Michigan, Flint) *Defining Community, Re-examining Society*. Interdisciplinary conference.

Contact: Nora Faires, Chair, Conference Committee. Tel (810) 762-3366 Fax (810) 766-6838; email: comconfer@umich.edu

Septembre 24-28

(Université Laval) *Colloque sur la recherche féministe dans la francophonie*. Organisé par la Chaire d'étude sur la condition des femmes.

Pour obtenir plus de renseignements, s'adresser à: Chaire d'étude sur la condition des femmes, Colloque de 1996, Université Laval, bureau 3200, edifice Jean-Durand, 2336 chemin Sainte-Foy, Québec, Québec, G1K 7P4. Tél: (418) 656-2922. télécopieur (418) 656-3266. Internet: cecful@fse.ulaval.ca

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(St. John's, Newfoundland) *Nets and Networks: Premises, Parameters and Perspectives*. Canadian Education Association National Convention/Les filets et les réseaux: Prémisses, paramètres et perspectives. Association canadienne d'éducation. Un congrès national.

Contact: CEA '96 Registration, Canadian Education Association/ Comité des in-

scriptions du Congrès de l'ACE 96, 252 Bloor Street West/rue Bloor ouest, Suite/bureau 8-200 Toronto, Ontario M5S 1V5. Tel/téléphone: 416 924-7721. Fax/télécopieur: 416 924-3188. Email/courrier élec: acea@hookup.net

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(St. John's, Newfoundland) *Women's Role in Creating a Caring Society*.

Contact: Provincial Women's Conference Co-ordinating Committee, c/o 131 LeMarchant Road, St. John's, NF A1C 2H3

Mercy In Kelowna

Susan Fish

In the middle of the beautiful Okanagan Valley in Kelowna, British Columbia, there is a little girl named Mercy. She is aptly named because her family needed to receive "mercy" from their community in order to thrive.

Until October 1993, Mercy's grandparents, Jim and Debbie Hansen, lived with their family in a rented house in Kelowna. "It was rundown and unsafe," remembers Debbie Hansen. Every time it rained or snowed, the Hansens would have to rearrange the furniture and place buckets and cardboard on the floor. Despite high heating bills, the house was so cold that the Hansens had to wear their coats indoors. The electrical wiring was faulty and Debbie lived in dread of someone being electrocuted.

When their landlord announced that he was tearing down the house, it would have been good news, except that the Hansens could not afford to move. Debbie Hansen is disabled and unable to work. Jim's janitorial business just barely covered their basic needs. They had long been worried about rental increases exceeding their income.

The Hansen children struggled too: Joshua finished grade 2 without being able to read; their teenage daughter, Melissa, was embarrassed to bring friends home, and eventually became pregnant. Debbie says, "As parents, we wanted to give our children good guidance and direction in their lives—as most parents do. We were very anxious about our children's future education." Jim Hansen had always been taught that it was his responsibility to provide for his family; he didn't want to ask for help.

In February 1992, Debbie Hansen's sister heard about an organization called Habitat for Humanity. A group was meeting to consider starting an affiliate of Habitat for Humanity in Kelowna. Debbie and her sister were among the 60 to 70 people who attended the first



meeting.

Debbie remembers, "We were very impressed about what they had to say about people helping people. People could help themselves. We felt that it was too bad that this hadn't happened long ago, but we were excited that it was starting. It gave us hope that maybe someday we too could own a home."

The affiliate formed quickly and the Hansens were chosen as the first family to receive a Habitat home.

"I remember feeling that this was just a dream, and that I didn't want anyone to wake me up," says Mrs. Hansen. Jim Hansen and his daughter Melissa worked together with other Habitat volunteers to build their home. In October 1993, the Hansens moved into their home.

In January 1996, Wilmer Martin, President of Habitat for Humanity Canada, visited with the Hansens in their home. He reports:

Jim and Debbie proudly showed me through their house. We sat with their three children and one granddaughter as they shared with me how Habitat for Humanity has changed their lives. The boy who had trouble reading is now on the honour roll. Melissa, the teenage

mother, is also on the honour roll and is serving as the president of her church youth group. She hopes to be a surgeon one day. Their young daughter, Chelsey, shares a paper route with her brother. I was deeply touched by the depth of love in this family.

The Hansens have helped in the building of two other Habitat houses and have been involved with fundraising activities. They have received mercy from their neighbours and now they offer the same. "It's a community helping a community," says Debbie Hansen. "It's loving each other."

Note

Susan Fish is Communications Director for Habitat for Humanity Canada, a non-profit, non-government, Christian housing ministry which helps low-income families build and buy their own homes. Housing costs are reduced by use of volunteer labour and donated materials. Families are required to put in 500 hours of volunteer labour, known as "sweat equity," and repay a long-term, no-interest, no-profit mortgage. These mortgage funds are then recycled to build more homes. Habitat for Humanity is currently organized in 31 communities across Canada, with more affiliates forming. For more information, call Habitat for Humanity Canada at 1-800-667-5137.

Disarray Of Home Economics Curricula in Canada in the 90s

Linda Peterat and Jennifer Khamasi

This paper is an extension of a national review of home economics/family studies curriculum in Canada conducted in 1994 (Peterat & Khamasi). The review found that this is a time of tremendous change in curricula in the provinces. Revisions in part or whole of home economics/family studies curricula were underway in five provinces and (pending larger policy change) about to begin in at least three others. The loss of many home economics specialists as curriculum consultants in the ministries of education across the country places the onus on teachers, district leaders, and university faculty to construct new mechanisms and alliances for curriculum leadership and development. There are no longer ministry-set examinations in home economics/family studies in any of the provinces; thus, much control over curriculum and evaluation practice falls to teachers.

There is a growing consensus across the provinces that the focus of home economics/family studies is family well-being. This emphasizes interpersonal relationships and lifespan development.

An emerging emphasis on careers and technology is most evident in Alberta's curriculum revision which places home economics as part of Career and Technology Studies. The courses most likely to be mandated in the various provinces blend health, home economics, and career education. Home economics/family studies is most commonly offered at the secondary level, from Grades 7 to 12, although the recent revision of curriculum in British Columbia establishes learning outcomes for students in Kindergarten to Grade 12. The highest current enrolments are at Grades 7 to 9, and this is the level at which home economics is most likely to be a mandated course for students. The most highly enrolled courses are Family

Relations and Nutrition and Foods.

Purpose

This background gives a glimpse of home economics/family studies in Canada and the context for the purpose we address in this paper. Our concern is with the divergent philosophies of home economics education present in curricula. We call this a "disarray," suggesting confusion and disorder in curriculum orientation and values and beliefs about the subject area.

There have been many calls for a more unified conceptualization of home economics, a greater consensus on content and process (Brown, 1980; Peterat, 1986). It is usually argued that a greater consensus on purpose and substance for the subject area and clearer boundaries establishing what is and is not home economics are necessary to strengthen the subject (Brown, 1980). We re-examine this argument by applying post-modern theories in a critical reading of two philosophically divergent home economics curricula examples. Our purpose is to raise questions of the ways we might think of home economics curriculum in our post-modern times and of the form and

place of curriculum documents. We propose that one might find many positives amid the disarray.

Post-Modern Critique

Patrick Slattery writes that "postmodernism can be understood from at least eleven different perspectives" which he lists as: an historical period, aesthetic style, a social criticism, a philosophical movement, a cultural analysis, a radical eclecticism, a movement, a celebration of otherness, an ecological and ecumenical worldview, a revolutionary paradigm change, and a movement toward de-centering. He summarizes: "Whether critics like it or not, society has become a global plurality of competing subcultures and movements where no one ideology and episteme (understanding of knowledge) dominates" (Slattery, 1995, p. 15, 17).

Post-modern curriculum and practice value "whole-ism" and inclusivity of difference. Slattery writes that curriculum would incorporate the "historical, aesthetic, racial, autobiographical, and philosophic.... It is uniquely local in character but global in its impact" (1995, p. 253). It would include

Abstract

Divergent philosophies are evident in current home economics/family studies curricula in Canada. One could say there is considerable disarray in the values and beliefs which inform them. A post-modern theoretical framework is used to analyze curriculum documents from two provinces as cases in point. Both documents illustrate disarray yet similarities in fostering modernist ways of knowing and value assumptions which tend to neutralize and fragment knowledge, and exclude different ways of knowing and being. Neither of the documents acknowledges current post-modern realities or the challenges of inclusivity of human differences. Questions concerning curriculum leadership and the ways we should think about curriculum in the present times are raised.

The Authors

Linda Peterat, PhD, is an Associate Professor of Home Economics Education in the Faculty of Education, University of British Columbia. Her research interests are in curriculum history and philosophies, gender equity in education, and teacher education.

Jennifer Khamasi, MEd, is a doctoral student in the Department of Curriculum Studies, University of British Columbia. Her other research interests are in teacher education and gender and development.

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"the autobiographical, [the] local, and particular" (p. 38). Curriculum would embrace "a reconciliation of science and human spirit" (p. 173). "The content of the curriculum is the individual in the process of becoming that which he or she has not yet been but that which he or she is capable of becoming" (p. 223). The discourses of race, gender, and culture would be brought to the forefront of conscious reflection in schooling. Gough describes the "new paradigm" of education as "a confluence of concerns to make education more practical, more ecological and more ecopolitical" (1989, p. 231). "Ecological sustainability and holistic models of teaching must be the primary focus" (Slattery, 1995, p.170). Classrooms would be "healing and compassionate environments" (p. 190) and "engender hope for the good of the global community" (p. 205). Teachers would be "guides and mentors who orchestrate self-reflective learning experiences" (p.179). Teachers would be "attentive to language, especially as it is politically, socially, and historically embedded. Our language [would] be inclusive on all levels of communication" (p. 255), and teachers would "evoke rather than impose representations" (p. 254).

Doll states that the post-modern era requires us to "envision curriculum not as a linear trajectory nor as a course (with hurdles) to be run, but as a multifaceted matrix to be explored.... Lesson plans would be designed to provide just enough disequilibrium that students would develop their own alternatives and insights. Disequilibrium and re-equilibration would be intentional components of the lesson plan"; while the "broad goal would be to combine closure with openness, performance with development, right answers with creative solutions and processes" (Doll, 1989, p. 251).

There has been movement within the home economics literature toward these post-modern emphases in recent years. Several authors have called attention to the absences, the silences, the hegemonic values contained in much current curriculum. Linda Eyre summarized her critique by describing home economics curricula as "sexist, classist, racist, and heterosexist" (1991, p. 103).

Jennifer Khamasi argues that curricula in the North and South have reinforced capitalism and individualism embedded in the cultural capital of the middle and upper classes. She dif-

ferentiates the African philosophy of life as communal or "corporate," and articulates a social individualism which can enhance the belongingness and care of individuals within families and communities. She states, "home economics has lost its direction in relation to community" (1995, p. 34).

Gale Smith extended the work of Marjorie Brown by making explicit the global perspective implicit in Brown's conceptualization of home economics education. In the global home economics vision she articulates, Smith states that learners would "know the relationship between knowledge and power, know the interdependent, interconnected, and interrelated nature of the world and their place in it, know that their histories and experiences matter and that the world is not reducible to knowledge, and know what they say and do can change the world. They see themselves in the global interdependent world, in relation with the world, where harmony and stewardship are essential for survival" (1993, p. 77).

Curriculum Document Analysis

We selected for interpretive analysis two curriculum documents that represent divergent philosophies of home economics education. The home economics curriculum in Alberta has been absorbed along with technology, business, and design education into Career and Technology Studies. We analyzed one component, the *Foods Course of Studies* (Alberta Education, 1993). It had no identifiers connecting it to home economics and was made up of 37 modules designated at introductory, intermediate, and advanced levels. Courses are to be constructed by selecting three to five appropriate modules.

The home economics curriculum in British Columbia which we analyzed is being written for Kindergarten to Grade 12 in one short document that outlines learning outcomes for each grade level (B.C. Ministry of Education, 1995). Course outlines are being developed and teachers in different schools and districts may offer specialized courses, such as Foods and Nutrition or Home Economics courses that integrate all areas or integrate with other subjects in the school curriculum.

In reporting our analysis of these two curriculum documents, "Foods Course" will be used to designate the Alberta *Foods Course of Studies* (Al-

berta Education, 1993), and "Curriculum Outcomes" for the B.C. *Home Economics Prescribed Provincial Curriculum Outcomes* (B. C. Ministry of Education, 1995).

The organization of the curriculum documents differed. The Foods Course contained headings such as rationale and philosophy, themes, linkages, scope and sequence, standards, expectations, and module outlines. Curriculum Outcomes contained headings such as nature of the subject, rationale, curriculum organizers (exploring families, nurturing human growth and development in families, addressing human needs and wants in families, managing family resources), and learning outcomes, stated for each grade in each of the curriculum organizers.

Post-modern theories focused our reading of these documents on the inclusion and treatment of four components: gender, social/cultural differences, ecological/global awarenesses, and individualistic/communal values. Our analysis sought both what was present in the documents and what was absent. Scholes (in Giroux, 1990) suggests that analysis should include reading within, upon, and against a text. Reading *within* a text means identifying the cultural codes that structure an author's work and identifying how the codes function as part of a network of relations with other texts and institutional practices. Reading *against* a text means analyzing it in terms of its absences. In effect, he encourages a view that "texts are both written objects and ... produce, mediate, and construct social relationships themselves" (Giroux, 1990, p. 381).

We recognize that there is no one reading which is the "correct reading" of these curricular texts. "Meaning is multiple since every viewer or reader produces meanings of his or her own" (Whatley, 1988, p. 94). We accept that texts are "constructed out of their contributions from both the text and the reader.... Multiple meanings are generated from some texts as a result of certain text factors (i.e., gaps in the text) and certain reader factors (i.e., background knowledge)" (Golden, 1989, p. 83).

We read the curriculum documents in their entirety, and re-read in part, to focus on the four components of analysis and our interpretations were compared and synthesized. Our analysis represents only one way of accessing the curriculum texts; and our examples are not exhaustive of all examples or

counter-examples in the documents.

Analysis of Curriculum Components Gender

The rationale for the Foods Course states that the contexts for students to learn about foods are "the individual, family or the workplace" (p. 1). Earlier on the same page in the rationale it states "foods play a major role in our family, community and careers" (p. 1). Later on the same page it states that application of learning will be "to self, family, the workplace and the global village" (p. 1). In all these statements there is a separation between family and careers, or family and workplace, such that each becomes a separate realm of application or context of consideration. There is no indication that these realms or contexts will be considered in interaction, or that thinking of them as separate may be problematic in itself. This conceptual separation maintains the separation of spheres which perpetuates gender inequities. The separation of family and workplace is further supported in the kind of emphasis the Foods Course should take at introductory, intermediate, and advanced levels (p. 3). It proposes that the main emphasis at the introductory level should be "building daily living skills"; at the intermediate level it should be "investigating career options;" and at the advanced level "preparing for entry into the workplace and related post-secondary training." A bridge is intended in the intermediate years when the emphasis is on "transferable competencies." These emphases maintain the separation and the traditional movement in schooling from a valuing of daily/family life to a valuing of work/public life.

The emphasis on career and workplace in home economics curriculum does have the potential to move beyond the focus on Foods in the context of individuals and families, to raise gender equity questions that arise when Foods is placed in career and global contexts. For example, very simple questions such as Who prepares meals in your home? For whom? Who prepares meals in most restaurants? Who serves customers in food establishments? Why are women more likely to serve food in some establishments and not others? What wages are earned by women employed in food industries compared to men? What are the working conditions for women in the food industries? For men? Which gender do we associate with chef, dietitian, pro-

duce manager, cook? Where do we get these images from?

However, rather than raise such questions, the Foods Course outline assumes a smooth flow of "transferable" skills from daily life to the workplace and an unproblematic relationship between food in the context of families and in the context of the workplace. One learner expectation included in the module International Cuisine (and again in the module Cuisine of a Culture of Choice [Alberta Education, 1993, p. 52]) states: "investigate the role of food in transmitting culture, e.g., traditional gender roles in acquisition and preparation of foods" (p. 50). The placement of this expectation in the context of International Foods may, however, convey the notion that such gender problems occur only with others and not in our own daily lives.

Curriculum Outcomes is almost silent on gender as a concept for consideration in any of the stated organizers. It is explicitly mentioned only in Addressing Human Needs and Wants (Grade 9) — "identify gender, race, class, culture issues that affect relationships" (p. 33). In this treatment, gender appears as an issue only at Grade 9 and students are encouraged to identify gender inequity as an issue only in the abstract rather than as lived personally and perpetrated on others. In the organizer Managing Family Resources, the "world of work" is a central emphasis with stated outcomes of "describe the various ways the work of the family is accomplished" (B.C. Ministry of Education, 1995, p. 14) and "describe the rights and responsibilities of participants in the work of families" (p. 15). While pointing to gender as a possible related concept, both of these outcome statements remain silent on raising gender as a basic source of inequity and injustice in relation to work.

Social and Cultural Differences

"Social and cultural" is one theme among others, including nutrition, management, preparation and presentation, as a focus for each of the 37 modules that make up the Foods Course. However, judging by the number of modules addressing the social and cultural theme, it appears to be the least important area. There are 6 modules (16%) with a nutrition focus, 11 (30%) with a management focus, 15 (40%) with a preparation and presentation focus, and 5 (14%) with a social

and cultural focus.

Identifying social and cultural as a theme and writing modules which particularly address it, sets it apart from Foods and suggests that there is Food and then there is *social and cultural* food. The theme is not totally limited to five modules since, for no clear reason, it also shows up in other modules such as vegetables, fruits and grains, yeast products, nutrition through the life cycle, food evolution and innovation, short-order cooking, and advanced meat cookery.

The meaning of *social and cultural* is not defined in the Foods Course outline and thus "cultural" is implicitly associated with those apart from/outside the mainstream, an exclusionary implication. Social and cultural are concepts set apart from families, implying that there are influences we can call social and cultural which impact on families but are separate from families. This denies the integral part families have in creating and sustaining culture and society. In the way the concepts are written, moreover, the existence of discrete cultural groups is implied, denying the multicultural mix that more commonly typifies Canadian families.

This setting apart of *social and cultural* limits it to instrumental purposes in the Foods Course. For example, as part of the module Short Order Cooking, under the concept of "multiculturalism," the following learner expectation appears: "demonstrate, through exploration of ethnic specialties from around the world, a variety of fast foods" (Alberta Education, 1993, p. 104). Or, in the module Yeast Products, "demonstrate a multicultural awareness in the preparation of yeast products from around the world" (p. 70). In addition, one module, Cultural Foods, is listed within the theme area of Preparation and Presentation (p. 7). Perhaps this instrumental treatment is best expressed in the introduction to the International Cuisine module: "Entrepreneurial opportunities abound within the context of international cuisines as our multicultural society evolves" (p. 49).

The "social" part of the theme Social and Cultural is ignored as though it were subsumed into cultural or that the two concepts can be used interchangeably. Its meaning is quite puzzling since, if it is to designate social class differences (potentially rich), no social class differences in relation to food choices, practices, etc., are ever men-

tioned. In the module Global Food Issues, learner expectations come closest to addressing social class differences in relation to food. For example, the following learner expectations are included: "investigate aid programs designed to relieve hunger, locally and internationally" (p. 96); "simulate the experiences of individuals and families relying on a food bank through the planning, preparation, and evaluation of foods" (p. 97).

In Curriculum Outcomes, one of the stated intentions is to provide opportunities for students to "understand the diversity of cultures and their effects on individuals, families, and society" (p. 1). The document defines culture as "a group of individuals or a society sharing common characteristics, patterns of behaviour, beliefs, and/or values" (p. 36). This definition does not clearly differentiate culture from family, since it could also be used to define family. However, the stated learning outcomes go on to separate family from culture in statements such as: "describe how cultural diversity influences families" (p. 9) and "identify cultural stereotypes associated with families" (p. 9).

The Curriculum Outcomes are silent on social differences, with the exception of the mention of social class in the outcome statement "identify gender, race, class, cultural issues that affect relationships" (p. 33). "Social" is mentioned in the outcome statements as an area of human growth and development (p. 19), as in a social "need" (p. 23), and social "health" (p. 9) but none of these makes social differences problematic in relation to these concepts.

Ecological/Global Awareness

Learner expectations in the Foods Course portray food as a means to "develop basic knowledge, skills and attitudes through the preparation of a variety of foods in order to lead richer and more fulfilled lives or to enter the food service industry with increased confidence and success" (p. 9); and "develop an awareness of the nutritional importance of food and its role in physical maintenance and wellness" (p. 9). One of the opportunities for students within the Foods Course is stated as "Apply knowledge, skills and attitudes from other disciplines in a realistic context as they apply to self, family, the workplace, and the global village" (Alberta Education, 1993, p. 1). Thus there is some attention to the global/ecological theme. However,

serious attention to it likely requires an emphasis on the interconnections between food production, manufacture, land use, and the significance of food in the biosystem.

Concepts of "food selection, culture and ecology" appear in the module Vegetarian Cuisine, although ecology is not directly taken up as other than "ethical/moral considerations" or "health concerns" (p.37). Ecological/global issues are not consistently present in all modules of the Course. For example, they are not present in modules such as Vegetables, Fruits, and Grains where they could be, in terms of global varieties as well as issues of processing and packaging. Consumerism is approached in terms of local regulations with an emphasis on making wise choices to satisfy individual and family needs rather than the connectedness between our local decisions and the impacts they have on people's lives globally. In the module Food Venture, in which students are expected to "establish and assess a food venture for profit or non-profit" (p. 41), food venture is interpreted primarily as the preparation and presentation of a food. Food ventures related to ecological issues such as urban gardening, ecological production, or international partnerships are alternatives which are absent.

In the module Global Food Issues, the Foods Course suggests that food may be a problematic concept. It states in the introduction: "Food is much more than something to eat. How are the roots of hunger in our own communities related to the roots of hunger in the developing world? How can the problem of hunger be resolved? Do our patterns of food consumption contribute to hunger?" (1993, p. 95). Despite these engaging introductory questions, most of the text within the module focuses on facts and "factors that influence," rather than on moral and ethical issues which underpin the decisions we make in food growth, production, and acquisition.

In Curriculum Outcomes, under the curriculum organizer Managing Family Resources, the following learner outcome statements appear: "select and act on problems of resource management" (p. 12, Grade 6) and "analyze critically issues related to family resource management and their impact on the well-being of society" (p. 13, Grade 12). These statements are general and indeterminate, with critical thinking being encouraged only at

Grade 12. The inclusion of global considerations does appear at Grade 6 level in the outcome statement "identify the effects of consumer behaviour on their own community and the global society" (p. 16). These outcomes continue in similar statements at Grades 7, 11, and 12. While included, some of the global concerns placed as appropriate for Grade 12 could well appear much earlier, for example "analyze effects of global issues on the work of families" (p. 15) or "assess critically the relationship between individual clothing choice and global issues" (p. 29). Little is mentioned explicitly in the Curriculum Outcomes about ecological/environmental concerns, except as these are encompassed under "global issues," "global factors," etc.

Individualistic/Communal Values

It is not surprising that individualistic values dominate in the Foods Course guide. They are also most difficult to identify. Individualistic values are taken for granted in our Western society and assumed in much of our talk of schooling. Schooling is based on values of individual achievement, gain, and development. Giroux states that "schools are... places where students are introduced to particular ways of life, where subjectivities are produced, and where needs are constructed and legitimized" (1990, p. 361). If what we are teaching students is highly tuned to individual need, individual choices, etc., this "individual" view of self is being legitimized as most important. We take for granted the wording of "opportunities" for students to learn about "personal wellness," "develop skills," and "career attitudes." The main emphases move from "daily living skills," to "career options," to "entry into the workplace," all within the assumption of self-as-individual. We can only imagine what a course outline would be like that would emphasize communal values and foster a view of self-in-relation to family, community, and world.

This focus on individualistic values may do most to perpetuate the social *status quo*. For example, in the module on Fast Foods and Convenience Foods, there is no critical analysis of why we have these foods or of their dominance today. The emphasis is on selection, preparation, and careers. Yet the acquisition of foods, their preparation, and consumption are communal events and often carried out for communal reasons. To develop

communal values, we would need to emphasize psychological and sociological aspects of foods, highlight cooperative and communal ventures and responsibilities in the study of careers, and focus on the consequences for others in one's family and community in the study of ventures.

In Curriculum Outcomes, individualistic values are similarly central. There appears to be an assumption that the natural orientation of the student is as an individual and that one's connectedness with families and communities must be taught. There is some reason to question if this is the natural orientation of students or, perhaps, of only *some* students. In the organizer Exploring Families, one learner outcome states, "identify the community services available to families," which conveys a notion of the community serving families, an assumption that families are apart from the community rather than an integral part and builders of community. Likewise, individuals are portrayed as *in* families which contains the assumption that families are an entity independent of the individuals who make them up. If individuals are *in* families, they are therefore *apart from* one's family rather than a *part of* a family/families.

Summary

Curriculum guidelines are being written without taking into account recent critiques of home economics curriculum and practices from within the field (Eyre, 1991; Khamasi, 1995; Smith, 1993) or proposals for progressive curriculum in general (Doll, 1989; Gough, 1989; Slattery, 1995). Despite the disarray of divergent philosophies in the two curriculum documents examined, there is in both a common disregard of the problematic nature of knowledge, its social determinants, and differences in human interests.

The Alberta Foods Course separates learnings into 37 modules and encourages teachers to select three or more modules in designing a course. The document states: "CTS [Career and Technology Studies] modules are designed to be linked together in appropriate combinations to meet student needs" (Alberta Education, 1993, p. 5). The document is silent on how teachers should decide on student needs or even think about the concept of "need." There are no guidelines to inspire creative ways of uniting or integrating the presented modules. Thus the overall effect of separating into

modules is to neutralize and disconnect knowledge about food. Nutrition is separated from global food issues, from culture, from ecology, etc. An emphasis on management, preparation and presentation, and careers dominates and serves to construct a course which perpetuates individualistic and instrumental values, fragmented, factual and cause/effect knowing. It is silent on class, race, gender, and cultural differences and therefore oppressive of social and epistemological differences in knowing and being. The values and epistemological assumptions embodied in this guide do not embrace those in tune with post-modern times.

The British Columbia Curriculum Outcomes strongly supports an integrated home economics course of studies with an emphasis on families. Through this emphasis, however, families become abstract and neutral objects as gender is silenced, and politics and power are absent from consideration. Conceptual separations foster fragmented and instrumental knowing. Learning outcomes take on a linear progression, roughly following (though not explicitly) Bloom's taxonomy throughout the twelve years of schooling.

Neither curriculum guide acknowledges post-modern realities nor embraces communal values. This affirms Khamasi's point that "home economics has lost its direction in relation to community" (1995, p. 34).

Implications Amid Curriculum Disarray

We took up this critique of curriculum documents not to point accusatory fingers at the writers of such documents or the teachers who attempt to construct and teach courses based on them. Rather, our purpose is to open new questions about curriculum in home economics and to suggest questions we need to ask about current documents if we are to achieve a purpose of liberation and be inclusive of many contemporary human differences and realities. Oliver and Gershman state that the machine metaphor drives modernist thinking and dominates curriculum thinking. "When the machine metaphor is dominant, the unit of concern is the individual person" (Oliver & Gershman, 1989, p. 21). They suggest we need new guiding metaphors in addressing the problem of "finding ways of reconstruing and experiencing the world with greater balance, full-

ness, interrelatedness" (1989, p. 29). Educators can become so immersed in subject areas that they can no longer see the absences or hear the silences, or imagine other possibilities. This critique is our attempt to see, to hear, and to imagine new possibilities.

"Disarray" suggests confusion by curriculum planners about the knowledge most worth knowing and the values which ought to guide home economics/family studies curriculum. Curriculum documents are political statements and are not value neutral. They may be intentionally vague and indeterminate for strategic and political reasons. In this post-modern era of competing interests, limited resources, and economic uncertainties, curriculum planners within ministries of education may be the most unlikely persons to take up the task of a post-modern relevant curriculum. Disarray is not a surprising trend in post-modern times.

As noted in the beginning of this paper, the onus is on teachers, district leaders, and university faculty to construct new mechanisms and alliances for curriculum leadership and development. The current disarray of curriculum signals a genuine opportunity for educators to move within and against (see Scholes in Giroux, 1990) the curriculum outlines written for them. There are possibilities for educators to develop practices which are responsive to current exigencies of individuals and families, inclusive of human multiplicities, and inquiry-focused. This would mean that educators would not be confined by the dominant ideology written into the curriculum documents they use, and that they would understand ways of including and affirming different ideologies and epistemologies in their educational practices. Are home economics educators willing to take up the curriculum leadership in ways that curriculum writers apparently fear to tread?

We can ask: What resources are necessary and available to enable leadership? Are educators sufficiently informed about practices of reflective inquiry to assure a responsive and justifiable curriculum? How can we best understand what home economics has to offer students? What values and epistemological assumptions are most defensible in guiding practices? Are educators clear on the autobiographical influences and practical theories that shape their practices? What pedagogical practices will contribute to cre-

ating learning communities (and practices of inclusivity) within home economics classes and departments? Assuming curriculum leadership suggests a new self-identity for educators as curriculum developers, and new metaphors of educational practices, as well as raising many questions.

Authors' Note

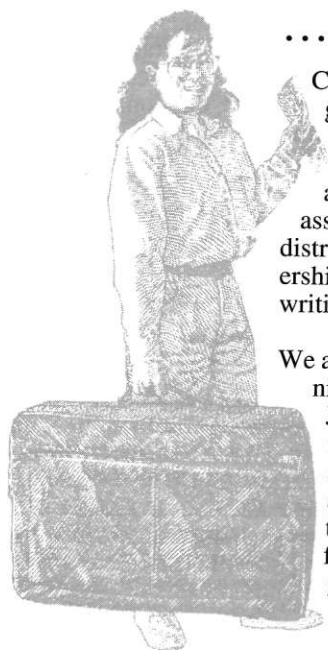
Curriculum revision in British Columbia has produced a series of draft documents during the past five years. Final copies of Instructional Resource Packages should be available in Summer, 1996.

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Désarroi des programmes d'études d'économie familiale des provinces canadiennes

Linda Peterat et Jennifer Khamasi

Ce travail se veut un prolongement de l'étude nationale des programmes d'études en économie familiale/études familiales menée en 1994 (Peterat et Khamasi). Comme l'a confirmé cette étude, les programmes d'études dans les provinces subissent actuellement de profonds changements. Cinq provinces ont déjà entrepris une révision, partielle ou complète, de leurs programmes d'études d'économie familiale/études familiales, et trois prévoient en faire autant sous peu (en attendant des changements de politique plus substantiels). À cause du retrait de spécialistes en économie familiale agissant comme consultantes en matière de programmes d'études au sein des ministères d'éducation provinciaux, c'est aux enseignants, chefs de district et professeurs universitaires que revient la responsabilité de concevoir de nouveaux mécanismes et de nouvelles alliances pour l'élaboration et la direction des programmes d'études. Puisque les provinces n'imposent plus d'examen du ministère pour les matières d'économie familiale/études familiales, il revient aux enseignants de surveiller la conception et l'évaluation des programmes d'études.

De plus en plus au travers les provinces les programmes d'économie familiale/études familiales semblent axer sur le bien-être de la famille. Cela permet d'accorder plus d'importance aux cours sur les relations interpersonnelles et les étapes de la vie.

On découvre une nouvelle tendance, comme le démontre particulièrement la dernière révision du programme d'études de l'Alberta, soit celle d'orienter les cours en

fonction des carrières et de la technologie. Les cours les plus susceptibles d'être approuvés sont ceux qui traitent de santé, d'économie familiale et de préparation à la vie professionnelle. On offre des cours d'économie familiale/études familiales principalement au secondaire, soit de la 7^e à la 12^e années, bien que la Colombie-Britannique, qui vient de réviser ses programmes d'études, les offre à partir du jardin d'enfants jusqu'à la fin du secondaire. Les cours les plus fréquentés sont ceux qui se donnent au premier cycle du secondaire (de la 7^e à la 9^e); c'est aussi à ce niveau qu'ils sont le plus susceptibles d'être obligatoires. Les cours qui traitent de l'alimentation et d'éducation familiale sont parmi les plus populaires.

Résumé

Il est évident que les programmes d'études actuels en économie familiale/études familiales au Canada s'appuient sur des philosophies divergentes. On pourrait dire qu'il existe un grand désarroi quant aux valeurs et croyances qui les éclairent. Nous avons choisi d'analyser les programmes d'études de deux provinces, à titre d'exemples, en utilisant une méthode théorique postmoderne. Ces deux programmes illustrent bien le désarroi susmentionné; en même temps, ils affichent des similarités, puisque tous deux favorisent des méthodes d'apprentissage et des valeurs hypothétiques modernes qui ont tendance à neutraliser et à fragmenter les connaissances ainsi qu'à exclure différentes façons de connaître et d'être. Aucun d'eux ne reconnaît les réalités courantes postmodernes ni les problèmes d'inclusivité reliés aux différences humaines. Nous soulevons aussi des questions pertinentes sur la prise en charge des programmes d'études et les différents aspects à considérer pour l'élaboration de programmes scolaires adéquats.

But

Ces renseignements de base donnent un aperçu de la situation de l'économie familiale/études familiales au Canada de même que le contexte qui justifie le but de ce texte. Nous sommes préoccupées par les philosophies divergentes reflétées par les programmes d'études en économie familiale. À notre avis, cela crée un «désarroi», signe de confusion et de désordre en ce qui a trait à l'orientation pédagogique, aux valeurs et aux croyances sur la matière. Un grand nombre de personnes ont démontré la nécessité d'en arriver à une conceptualisation plus unifiée de l'économie familiale, à un consensus élargi sur le contenu et les méthodes (Brown, 1980; Peterat, 1986). De l'avis général, il faut s'entendre sur le but et la substance du domaine et mieux définir ce qu'est ou n'est pas l'économie familiale pour consolider davantage la matière (Brown, 1980). Nous examinerons de nouveau cet argument, à la lumière de deux exemples

Les auteures

Linda Peterat, PhD, est professeure agrégée d'économie familiale à la Faculté d'éducation de l'Université de la Colombie-Britannique. Elle oriente ses recherches principalement sur l'histoire et les philosophies des programmes d'études, l'équité des sexes en éducation et la formation des enseignants et enseignantes.

Jennifer Khamasi, M Éd, suit des études doctorales au département de l'étude du curriculum de l'Université de la Colombie-Britannique. Ses recherches portent aussi sur la formation des enseignants et enseignantes ainsi que sur les femmes et le développement.

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de programmes d'études en économie familiale, voire ceux de l'Alberta et de la Colombie-Britannique, que nous analyserons à la lumière des théories postmodernes. Notre but est de soulever des questions sur nos diverses conceptions des programmes d'économie familiale en cette ère postmoderne, et sur la forme et le rôle de ces documents. Nous suggérons qu'il est possible de trouver des éléments positifs dans ce désarroi.

Analyse postmoderne

Selon Patrick Slattery, le postmodernisme peut être compris à partir d'au moins onze perspectives différentes : une période historique, un style esthétique, une critique sociale, un mouvement philosophique, une analyse culturelle, un éclectisme radical, un mouvement, une célébration de la différence, une vision écologique et oecuménique du monde, un changement de paradigme révolutionnaire et un mouvement vers la «décentration». Comme l'affirme cet auteur, que cela plaise ou non aux critiques, la société est devenue une pluralité globale de souscultures et de mouvements concurrentiels où aucune idéologie ni aucune épistème ne domine (Slattery, 1995, p. 15 et 17).

Les programmes d'études et la pratique postmodernes valorisent «l'entière» et l'inclusion de la différence. P. Slattery mentionne que le programme d'études devrait incorporer les aspects historique, esthétique, racial, autobiographique et philosophique. Selon lui, si la nature du programme scolaire est local, son impact, lui, est global (Slattery, 1995, p. 253); il inclurait les aspects autobiographiques, locaux et particuliers (p. 38) et engloberait une réconciliation de la science et de l'esprit humain (p. 173). Le contenu du programme d'études, poursuit P. Slattery, est la personne individuelle en train de devenir ce qu'elle est capable de devenir (p. 223). Les discours sur la race, le sexe et la culture seraient placés au premier rang d'une réflexion délibérée à l'école. N. Gough décrit le «nouveau paradigme» de l'éducation comme une confluence d'efforts pour rendre l'éducation plus pratique, plus écologique et plus écopolitique (1989, p. 231). Quant à P. Slattery, il ajoute que la durabilité écologique et les modèles holistiques doivent occuper la place centrale (Slattery, 1995, p. 170). Les classes seraient des milieux de guérison et de compassion (p. 190)

et susciteraient l'espoir pour le bien de la communauté mondiale (p. 205). Les enseignants deviendraient des guides et des mentors chargés d'orchestrer les expériences d'apprentissage axées sur le raisonnement autoréflexif (p. 179); ils seraient attentifs au langage, en raison surtout de son enchaînement politique, social et historique. Notre langage serait inclusif à tous les niveaux de communication (p. 255), et le rôle des enseignants serait d'évoquer et non d'imposer diverses interprétations (p. 254).

De son côté, W. Doll affirme que l'ère postmoderne exige que nous regardions les programmes d'études non comme une trajectoire linéaire ni comme une course (parsemée d'obstacles), mais comme une matrice à multiple facettes qu'on doit explorer. Les plans de cours devraient être conçus pour fournir juste assez de déséquilibre pour pousser les élèves à développer leurs propres solutions ou choix et leurs propres façons de concevoir les choses. Le déséquilibre et le rééquilibrage deviendraient des composantes délibérées du plan de cours, alors que le but général serait de combiner la fermeture et l'ouverture d'esprit, la performance et le développement, les bonnes réponses et les solutions et démarches créatrices (Doll, 1989, p. 251).

La documentation qui traite d'économie familiale révèle une tendance à adopter ces idées postmodernes depuis quelques années. Plusieurs auteurs ont attiré l'attention sur les omissions, les silences, les valeurs hégémoniques comprises dans bon nombre des programmes d'études actuels. Linda Eyre résume son analyse en accusant les programmes d'études en économie familiale de sexisme, classisme, racisme et hétérosexisme (1991, p. 103).

Selon Jennifer Khamasi, les programmes d'études dans le Nord et le Sud ne font que renforcer le capitalisme et l'individualisme ancrés dans la culture des classes moyenne et supérieure. Elle différencie la philosophie de vie africaine comme étant communautaire ou «collective» et définit un individualisme social qui peut accroître le sens de l'appartenance et le respect de la personne au sein des familles et des communautés. (1995, p. 34).

De son côté, Gale Smith est allée plus loin que Marjorie Brown, en rendant explicite la perspective globale qui était implicite dans la conceptualisation de l'enseignement

de l'économie familiale de M. Brown. D'après la vision globale de G. Smith, les apprenants devraient comprendre les liens entre le savoir et le pouvoir, découvrir les éléments d'interdépendance, d'interconnexion et d'interrelation du monde et reconnaître leur rôle, saisir l'importance de leurs histoires et leurs expériences et se rendre compte que le monde n'est pas limité au savoir, et enfin reconnaître que ce qu'ils disent et font peut, en effet, changer le monde. Les apprenants devraient bien comprendre la place qu'ils occupent dans ce monde global interdépendant, de même que leur relation avec ce monde où l'harmonie et la gérance s'avèrent essentielles à la survie (1993, p. 77).

Analyse de deux programmes d'études

Les deux programmes d'études qui font l'objet de cette analyse ont été choisis parce qu'ils représentent des philosophies divergentes sur l'enseignement de l'économie familiale. L'Alberta a regroupé le programme d'économie familiale et les études technologiques, commerciales et de design pour former Careers and Technology Studies. Nous en avons analysé une composante, soit les cours d'études sur les aliments, Foods Course of Studies (Alberta, 1993); cette composante, qui n'est pas reliée de façon apparente avec l'économie familiale, comprend 37 modules, allant des cours d'introduction (de base) aux niveaux intermédiaires et avancés. Les enseignants doivent préparer leurs cours en choisissant trois à cinq modules pertinents.

Le programme d'études de la Colombie-Britannique que nous avons analysé s'adresse aux élèves du jardin d'enfants à la douzième année; un résumé fait ressortir les résultats d'apprentissage de chaque niveau scolaire (British Columbia, 1995). On est en train de préparer des plans de cours et les enseignants de divers districts et écoles peuvent offrir des cours spécialisés, tels que l'Alimentation et la nutrition, ou des cours d'économie familiale qui intègrent tous les domaines ou s'intègrent avec d'autres matières du programme d'études primaires ou secondaires.

Dans cette analyse, nous utilisons le titre «Cours sur les aliments» pour le programme scolaire de l'Alberta, intitulé officiellement Foods Course of Studies (Alberta, 1993), et «Résultats d'apprentissage» pour le programme

d'économie familiale de la C.-B. axé sur les résultats d'apprentissage (British Columbia, 1995).

Ces deux documents ne sont pas organisés de la même façon. Le Cours sur les aliments comprend divers grands titres, tels que la raison d'être et la philosophie, les thèmes, les liens, la portée et la séquence, les normes, les attentes et les grandes lignes des modules. Quant au document relatif aux Résultats d'apprentissage, ses grands titres se lisent comme suit : nature du sujet, raison d'être, divers grands thèmes (étude des familles, grandir et s'épanouir au sein des familles, besoins et désirs des familles, gestion des ressources familiales), ainsi que des résultats d'apprentissage pour chaque niveau scolaire relatif à chacun des thèmes.

Les théories postmodernes nous ont permis d'orienter notre lecture de ces documents sur l'inclusion et le traitement de quatre composantes : le sexe, les différences sociales et culturelles, la conscientisation écologique et globale, et les valeurs individuelles et communautaires. Par notre analyse, nous avons voulu faire ressortir les éléments présents dans ces documents ainsi que ceux qui ne s'y retrouvent pas. R.E. Scholes (dans Giroux, 1990) suggère qu'une analyse devrait comprendre une lecture approfondie du texte lui-même, et une lecture critique. Une lecture *approfondie* du texte signifie relever les codes culturels qui sous-tendent le travail de l'auteur et saisir comment ces codes fonctionnent par rapport à d'autres textes et pratiques institutionnelles. Une lecture *critique* signifie l'analyser en termes de ce qui n'y est pas. En fait, pour R.E. Scholes, les textes sont à la fois des objets écrits qui produisent, servent d'intermédiaires et bâtissent eux-mêmes des liens sociaux (Giroux, 1990, p. 381).

Nous savons très bien qu'il existe plus d'une façon de lire ces programmes d'études. Comme l'affirme M. Whatley (1998, p. 94), un document comporte de multiples significations, puisque chaque lecteur ou spectateur lui donne sa signification personnelle. Il est vrai que la signification d'un texte vient à la fois du texte lui-même et de l'interprétation du lecteur. J. Golden reconnaît que les significations multiples de certains textes sont générées par certains facteurs reliés au texte (des lacunes dans le texte, par ex.) et certains facteurs reliés au lecteur (les connaissances de

base, par ex.) (Golden, 1989, p. 83). Après une lecture complète des deux programmes d'études, nous les avons relus en partie, pour concentrer sur les quatre composantes de notre analyse; nous avons ensuite comparé et résumé nos interprétations. Nous tenons à préciser que cette analyse n'est qu'une façon parmi bien d'autres d'évaluer des programmes d'études, et que nos exemples ne représentent qu'un échantillon de tous les exemples ou les contre-exemples compris dans ces documents.

Analyse des composantes

Sexe

Dans la section qui explique la raison d'être du Cours sur les aliments, on mentionne que les contextes qui permettent aux élèves de parfaire leurs connaissances alimentaires sont «la personne, la famille et le milieu de travail.» Un peu plus haut, sur la même page, on indique que les aliments jouent un rôle important dans notre famille, notre communauté et nos carrières; puis, plus bas, on affirme que l'application de l'apprentissage se fera envers soi-même, sa famille, son milieu de travail et le village global (p. 1). Dans toutes ces affirmations, on fait une distinction entre la famille et la carrière, ou la famille et le milieu de travail, de telle sorte que chaque élément devient un domaine ou un contexte distinct d'application ou de considération. On ne laisse pas entendre que ces domaines ou contextes seront considérés en fonction de leur interaction, ni que le fait de les concevoir comme étant distincts peut être problématique en soi. Cette distinction conceptuelle maintient une séparation des sphères qui perpétue l'inégalité des sexes. La séparation de la famille et du milieu de travail est accentuée davantage par l'orientation que devrait prendre le Cours sur les aliments aux niveaux de base, intermédiaire et avancé (p. 3) : en effet, on suggère que le niveau de base devrait être axé sur l'acquisition d'aptitudes à la vie quotidienne; le niveau intermédiaire, sur l'examen de divers choix de carrières; et le niveau avancé, sur les préparatifs nécessaires pour l'entrée dans le milieu de travail et pour une formation complémentaire post-secondaire. On a l'intention d'offrir les années intermédiaires comme un certain «pont» en mettant l'accent sur les «compétences transférables». Tout cela maintient la séparation et le mouvement traditionnel adoptés par

l'école soit de la valorisation d'une vie quotidienne et familiale à la valorisation d'une vie publique et professionnelle.

Le fait de mettre l'accent sur la carrière et le milieu du travail dans le programme d'études en économie familiale offre tout de même la possibilité de dépasser l'aspect «aliments et alimentation» dans le contexte individuel et familial et de soulever des questions d'équité qui surgissent lorsqu'on place l'alimentation dans les contextes professionnels et globaux. Par exemple, des questions aussi simples que «Qui prépare les repas dans votre maison? Pour qui? Qui prépare les repas dans la plupart des restaurants? Qui sert les clients dans les établissements de restauration? Pourquoi les femmes sont-elles plus susceptibles de servir les aliments dans certains établissements et non dans d'autres? Quels salaires les femmes touchent-elles pour leur travail dans l'industrie alimentaire en comparaison avec ce que gagnent les hommes? Quelles sont les conditions de travail des femmes qui travaillent dans l'industrie alimentaire? et celles des hommes? Qui (des hommes ou des femmes) retrouve-t-on habituellement dans les postes de chef, diététiste, gérant, cuisinier? D'où nous proviennent ces images? Cependant, plutôt que de soulever de telles questions, le Cours sur les aliments suggère un passage en douceur des aptitudes «transférables» de la vie quotidienne au milieu du travail et un lien non problématique entre l'alimentation dans le contexte des familles et celui du milieu de travail. Dans le module sur la cuisine internationale (et, de nouveau, dans le module sur la cuisine d'une culture au choix) (Alberta, 1993, p. 52), on s'attend à ce que l'apprenant examine le rôle de l'alimentation comme moyen de transmettre la culture, par exemple, le rôle traditionnel des femmes et des hommes en ce qui a trait à l'achat et à la préparation des aliments (p. 50). Le fait de placer cette attente uniquement dans le contexte de la cuisine internationale peut, cependant, transmettre la notion que de tels problèmes (rôle homme-femme) n'existent qu'ailleurs et non dans nos propres vies quotidiennes.

Les Résultats d'apprentissage ne font presque pas mention de la question homme-femme en tant que concept à considérer dans les thèmes déjà mentionnés. On n'en parle ouvertement

que dans la section qui traite des besoins et des désirs de la personne (9^e année), lorsqu'on demande de préciser de quelle façon les questions de race, classe et culture ainsi que la problématique homme-femme influencent les relations (p. 33). On ne parle de cette dernière problématique qu'en 9^e année, où on présente la question de l'inégalité des sexes de façon abstraite seulement au lieu de demander aux élèves de faire appel à leur expérience personnelle et d'examiner comment cela se perpétue chez les autres. Sous le thème de la gestion des ressources familiales, le «monde du travail» devient l'axe central et, parmi les résultats d'apprentissage précisés, on note que les élèves apprendront à «décrire les diverses façons dont le travail de la famille est accompli» (British Columbia, 1995, p. 14) et à «décrire les droits et les responsabilités des personnes qui participent au travail des familles» (p. 15). Même si ces deux énoncés sous-tendent la problématique homme-femme, ils ne soulèvent pas clairement le problème d'inégalité et d'injustice des sexes en rapport avec le travail.

Différences sociales et culturelles

Ce thème, comme ceux de la nutrition, la gestion, la préparation et la présentation des aliments, occupe une place dans chacun des 37 modules du Cours sur les aliments; toutefois, d'après le nombre de modules qui abordent réellement ce thème, on peut conclure qu'il est moins important que les autres. En effet, 6 modules (16 %) sont axés sur la nutrition; 11 (30 %), sur la gestion; 15 (40 %), sur la préparation et la présentation; et 5 (14 %), sur l'aspect social et culturel.

Le fait d'isoler l'aspect social et culturel comme un thème en soi et de concevoir des modules qui lui accordent la place centrale laisse supposer que, d'un côté, il y a les aliments en général, et de l'autre, les aliments relatifs à l'aspect social et culturel. Ce thème n'est pas entièrement limité à cinq modules puisque, sans raison apparente, il fait aussi partie d'autres modules, tels que les légumes, les fruits et céréales, les produits de levure, la nutrition tout au long de la vie, l'évolution des aliments et les nouveautés, les plats-minute et la technique avancée de cuisson des viandes.

Le Cours sur les aliments ne précise pas la signification de social et culturel, ce qui fait que «culturel» est associé implicitement aux éléments et facteurs

en marge ou à l'extérieur du «courant»; en d'autres mots cela implique une exclusion. Les concepts sociaux et culturels ne sont pas intégrés à celui de la famille, suggérant ainsi qu'il existe des facteurs que nous pouvons qualifier de sociaux et culturels qui ont une influence sur les familles mais qui n'en font pas partie. Cela vient nier le rôle intégral que jouent les familles dans la création et le maintien de la culture et de la société. En outre, la façon dont les concepts sont écrits suggère discrètement l'existence de groupes culturels, niant le mélange multiculturaliste qui caractérise souvent les familles canadiennes. En mettant de côté les aspects sociaux et culturels, le Cours sur les aliments les limite à un rôle instrumental. Par exemple, dans le module traitant des plats-minute, sous le concept de «multiculturalisme», on s'attend à ce que l'apprenant «démontre, par une étude des spécialités ethniques partout dans le monde, une variété de plats-minute» (Alberta, 1993, p. 104). Ou encore, dans le module sur les produits de levure, l'apprenant devra «démontrer une sensibilisation multiculturelle à la préparation de produits de levure dans divers pays du monde» (p. 70). De plus, le thème Préparation et Présentation offre un module sur les aliments culturels (p. 7). L'introduction du module sur la cuisine internationale semble donner la meilleure formulation de cet aspect «instrumental», lorsqu'on y précise que le contexte des cuisines internationales multiplie les occasions de fonder des entreprises à mesure que se développe notre société multiculturelle (p. 49).

L'aspect «social» du thème des différences sociales et culturelles est inexistant, comme s'il était compris dans l'aspect culturel ou que les deux concepts pouvaient être employés de façon interchangeable. Sa signification demeure quelque peu ambiguë puisque, si elle sert à désigner les différences de classes sociales (potentiellement la classe riche), on n'y mentionne jamais les différences de classes sociales lorsqu'il s'agit de choix des aliments, des pratiques alimentaires, etc. C'est dans le module sur les problèmes alimentaires à l'échelle mondiale qu'on rapproche le plus l'alimentation et les différences sociales. Par exemple, on s'attend notamment à ce que l'apprenant examine les programmes d'aide conçus pour apaiser la faim, à l'échelle locale et internationale (p. 96), qu'il simule les

expériences de personnes et de familles qui comptent sur les banques d'alimentation, en planifiant, préparant et évaluant les aliments (p. 97).

Dans les Résultats d'apprentissage, une des intentions formulées est d'offrir aux élèves l'occasion de comprendre la diversité des cultures et leur influence sur les personnes, les familles et la société (p. 1). Ce document définit la culture comme un groupe de personnes ou une société partageant des caractéristiques, des attitudes, des croyances et des valeurs communes (p. 36). Cette définition n'établit pas de distinction claire entre la culture et la famille, puisqu'elle pourrait aussi servir à définir la famille. Toutefois, au début de ce document, les Résultats d'apprentissage établissent une distinction entre la famille et la culture en précisant, par exemple, que l'apprenant devra décrire comment les diversités culturelles influencent les familles (p. 9) et qu'il devra aussi cerner les stéréotypes culturels associés aux familles (p. 9).

Le document Résultats d'apprentissage ne mentionne aucune différence sociale, sauf quand il est question de classe sociale dans le résultat d'apprentissage suivant : cerner comment le sexe, la race, la classe et la culture peuvent influencer les relations (p. 33). L'aspect «social» apparaît dans des énoncés de résultats comme un domaine de croissance et de développement humain (p. 19), comme un «besoin» social (p. 23), et associé à la «santé» sociale (p. 9); par contre, aucun de ces énoncés ne soulève l'aspect problématique de ces différences sociales en rapport avec ces concepts.

Sensibilisation aux questions écologiques et globales

Dans le Cours sur les aliments, on s'attend à ce que l'apprenant voie les aliments comme un moyen, un outil, c'est-à-dire qu'il acquière des connaissances et des aptitudes de base au moyen de la préparation d'une variété d'aliments afin de vivre une vie plus riche et plus épanouie ou d'entrer dans l'industrie des services alimentaires mieux informé et avec plus de chance d'y réussir (p. 9); qu'il soit sensibilisé à l'importance nutritionnelle des aliments et à leur rôle en matière de maintien de la santé et de mieux-être (p. 9). Les élèves auront l'occasion, notamment, de mettre en pratique les connaissances, attitudes et aptitudes acquises dans

d'autres disciplines, et ce dans un contexte réaliste, dans la mesure où elles s'appliquent à la vie personnelle, la famille, le milieu de travail et le village global (Alberta, 1993, p. 1). On y perçoit donc un certain intérêt pour les questions écologiques et globales. Toutefois, un intérêt sérieux exigerait une insistance sur les interconnexions de divers domaines : production d'aliments, fabrication, utilisation du sol et signification des aliments dans le biosystème.

Les concepts de «sélection des aliments, culture et écologie» sont mentionnés dans le module sur la cuisine végétarienne, quoique l'écologie n'y apparaisse que sous considérations éthiques ou morales ou préoccupations de santé (p. 37). Les questions écologiques ou globales ne sont pas présentes dans tous les modules du Cours. Par exemple, elles ne font pas partie des modules sur les légumes, fruits et céréales, alors qu'elles pourraient très bien y être en termes de variétés mondiales ainsi que de transformation et d'emballage de produits alimentaires. On y parle de consommation en termes de règlements locaux, en insistant sur l'importance de faire des choix éclairés afin de répondre aux besoins individuels et familiaux plutôt que sur les répercussions de nos décisions locales sur la vie des gens de partout dans le monde. Dans le module sur les entreprises de produits alimentaires, où l'on s'attend à ce que les apprenants établissent et évaluent une entreprise de produits alimentaires en termes d'entreprises lucrative et non-lucrative (p. 41), on considère ce genre d'entreprise principalement selon l'aspect de préparation et de présentation des aliments; il n'est nullement mention de solutions de rechange comme le jardinage en milieu urbain, la production écologique ou les partenariats internationaux.

Dans le module sur les problèmes alimentaires mondiaux, le Cours sur les aliments laisse entendre que l'alimentation peut s'avérer un concept problématique. Dans l'introduction, on précise que la question de l'alimentation ne se limite pas aux seuls aliments qu'on mange; il s'agit aussi de l'étude des racines de la faim dans nos collectivités en relation avec celles dans les pays en développement; il s'agit également de trouver des solutions au problème de la faim et d'examiner comment nos habitudes de consommation

alimentaire contribuent au problème de la faim (1993, p. 95). En dépit de ces considérations importantes, ce module se penche en grande partie sur les faits et les facteurs déterminants plutôt que sur les questions d'ordre moral ou éthique qui sous-tendent nos décisions en matière d'agriculture, de production et d'acquisition.

Les Résultats d'apprentissage du thème traitant de la gestion des ressources familiales sont formulés comme suit : choisir des problèmes reliés à la gestion des ressources et prendre action (p. 12, 6^e année); faire une analyse critique des problèmes reliés à la gestion des ressources familiales et de leurs répercussions sur le bien-être de la société (p. 13, 12^e année). Ces énoncés, généraux et imprécis, n'encouragent la pensée critique qu'au niveau de la 12^e année, bien qu'il soit question de considérations globales au niveau de la 6^e année, lorsqu'on précise que l'apprenant saura cerner les conséquences des comportements des consommateurs sur leur propre collectivité et sur la société mondiale (p. 16). Ces résultats apparaissent dans des énoncés similaires pour les 7^e, 11^e et 12^e années. Certaines des questions globales considérées pertinentes pour la 12^e année pourraient fort bien être abordées plus tôt; par exemple, l'analyse des conséquences des problèmes mondiaux sur le travail des familles (p. 15) ou le rapprochement entre les choix vestimentaires individuels et les problèmes mondiaux (p. 29). Dans les Résultats d'apprentissage, on fait très peu mention des préoccupations écologiques ou environnementales, sauf lorsqu'elles surgissent sous d'autres thèmes, tels que les problèmes mondiaux, les facteurs mondiaux, etc.

Valeurs communes et individualistes

Il n'est pas surprenant que les valeurs individualistes occupent une place prépondérante dans le Cours sur les aliments. Elles sont également très difficiles à cerner. Notre société occidentale tient ces valeurs pour acquises et elles sont sous-entendues dans bon nombre de nos discussions sur l'éducation. Les programmes prônent l'importance des réalisations, des succès et du perfectionnement individuels. H. Giroux affirme que les écoles sont des lieux où les élèves découvrent des modes de vie particuliers, où se forment les subjectivités et où les besoins sont créés

et sanctionnés (1990, p. 361). En orientant notre enseignement principalement sur les besoins individuels, les choix personnels, etc., nous confirmons que cette perspective «individuelle» de soi est la plus importante. Nous trouvons tout naturel de donner aux élèves la «possibilité» d'apprendre le «mieux-être personnel», de «développer leurs aptitudes» et «d'envisager divers cheminements de carrière». Les programmes mettent l'accent sur l'initiation à la vie quotidienne, puis sur les choix de carrière et ensuite sur l'entrée sur le marché du travail, tout cela sous l'éclairage de la «personne en tant qu'individu». On ne peut qu'imaginer ce que donnerait un plan de cours axé sur les valeurs communes et qui serait orienté sur la personne en tant que membre d'une famille, d'une communauté, du monde.

C'est en mettant ainsi l'accent sur les valeurs individualistes que les programmes d'études encouragent peut-être le plus le maintien du statu quo social. Par exemple, dans le module sur les plats-minute et les aliments pré-cuisinés, on ne fait aucune analyse critique de la raison d'être de ce genre de cuisine ou restauration ni de leur grande popularité dans notre monde d'aujourd'hui. On met plutôt l'accent sur la sélection et la préparation des aliments ainsi que sur les carrières dans ce domaine. Pourtant, l'acquisition, la préparation et la consommation de ces aliments sont des activités collectives, souvent entreprises pour des raisons communes. Pour développer des valeurs communes, nous devons insister sur les aspects psychologiques et sociologiques de l'alimentation; il faut mettre l'accent sur les coopératives et sur les entreprises collectives ainsi que sur les responsabilités dans ce domaine au moment de l'étude des carrières, et étudier les répercussions de ces entreprises de produits alimentaires sur les autres membres de la famille et sur la communauté.

Dans le document Résultats d'apprentissage, les valeurs individualistes occupent aussi une place centrale. On semble considérer naturel le fait que l'élève développe des valeurs individualistes et qu'on doive lui enseigner sa connexité avec la famille et la communauté. On devrait peut-être se demander si c'est là une orientation naturelle des élèves ou, peut-être, de certains d'entre eux. Un des résultats d'apprentissage du thème de l'étude des familles est de repérer les

services communautaires accessibles aux familles; cela laisse sous-entendre que la communauté est au service des familles, et donc que les familles existent à l'extérieur de la communauté plutôt que comme partie intégrante et force motrice de la communauté. De plus, les personnes y sont décrites comme vivant dans des familles, sous-entendant ainsi que les familles sont des entités indépendantes des personnes qui les composent. Si les personnes sont dans des familles, elles sont par conséquent un élément extérieur ou distinct plutôt que partie intégrante des familles.

Sommaire

On rédige actuellement des programmes d'études sans prendre en considération les critiques récentes des programmes existants ni les pratiques courantes dans le domaine (Eyre, 1991; Khamasi, 1995; Smith, 1993), et sans tenir compte non plus des propositions de nouveaux programmes d'études en général (Doll, 1989; Gough, 1989; Slattery, 1995). En dépit du désarroi créé par les philosophies divergentes des deux documents étudiés ci-dessus, on note que tous les deux ignorent la nature problématique de la connaissance, ses déterminants sociaux et les écarts entre les intérêts humains.

Le Cours sur les aliments divise l'apprentissage en 37 modules et encourage les enseignants à choisir trois modules ou plus pour la préparation d'un cours. Les modules CTS (Career & Technology Studies) sont conçus de telle sorte que les enseignants peuvent les regrouper de diverses façons afin de répondre aux besoins précis de leurs élèves (Alberta, 1993, p. 5). Le document ne mentionne pas comment les enseignants doivent déterminer ces besoins ou même penser au concept de «besoin». Il ne donne aucune directive qui pourrait inspirer diverses méthodes originales pour regrouper ou intégrer les modules. Par conséquent, on a l'impression qu'en divisant la matière en modules, on neutralise et isole les connaissances sur l'alimentation. Ainsi, on étudie la nutrition sans la relier aux problèmes alimentaires mondiaux, la culture, l'écologie, etc. La gestion, la préparation et présentation des aliments et les carrières sont mis en relief et servent à bâtir un cours qui perpétue les valeurs individualistes et instrumentales de même que la connaissance fragmentée, factuelle et cause/effet. Ce document ne fait nullement mention de classe, de

race, de différences culturelles ni de problématique homme/femme, privant ainsi les apprenants d'une occasion de saisir les différences sociales et épistémologiques du savoir et de l'être. Les hypothèses épistémologiques et les valeurs formulées dans ce document ne s'harmonisent guère avec celles de notre ère postmoderne.

Le document Résultats de l'apprentissage préconise clairement des cours d'économie familiale intégrés et orientés principalement sur les familles. Toutefois, cette orientation a comme conséquence de faire de la famille un concept abstrait et neutre, puisqu'on ne soulève jamais la problématique homme-femme et qu'on ne prend jamais en considération la politique et le pouvoir. Cette séparation conceptuelle encourage une connaissance fragmentée et instrumentale. Les résultats d'apprentissage adoptent une progression linéaire, suivant en gros (et non de façon explicite) la taxonomie de Bloom tout au long des douze années de formation scolaire. Aucun des deux documents ne reconnaît les réalités postmodernes, et aucun n'embrasse les valeurs communes. Voilà qui vient confirmer l'opinion de J. Khamasi, qui déclare que l'économie familiale a perdu «le nord» par rapport à ses liens avec la collectivité (1995, p. 34).

Conséquences possibles de ce désarroi

Nous n'avons pas entrepris cette étude critique des documents susmentionnés dans le but d'accuser leurs auteurs ou les enseignants qui tentent de préparer et d'enseigner des cours en s'inspirant de ces programmes. Nous voulions plutôt faire un examen différent des programmes d'études en économie familiale et suggérer d'autres questions au sujet des documents courants dans le but d'atteindre un objectif de libération et d'inclure bon nombre des différences et réalités humaines contemporaines. Selon D. Oliver et K. W. Gershman, la métaphore de la machine gouverne la pensée moderniste et occupe une place prédominante dans les programmes d'études; ces deux auteurs affirment que, lorsque la métaphore de la machine prédomine, la personne individuelle devient le centre des préoccupations (Oliver & Gershman, 1989, p. 21). Il faudrait donc adopter de nouvelles métaphores pour interpréter le monde différemment et l'expérimenter de façon plus équilibrée, plus pleinement et en

saisissant mieux les intercorrélations (p. 29). Les éducateurs sont parfois tellement immergés dans leur matière qu'ils ne voient plus les omissions, n'entendent plus les silences, sont incapables de concevoir d'autres possibilités. Par cette analyse critique, nous avons tenté de voir, d'entendre et de concevoir de nouvelles possibilités.

On entend par «désarroi» une confusion de la part des concepteurs de programmes d'études au sujet des connaissances importantes et des valeurs qui devraient guider les programmes d'études en économie familiale/études familiales. Les documents relatifs aux programmes d'études sont des énoncés politiques et ne sont pas sans jugements de valeur. Ils peuvent être intentionnellement vagues et imprécis quant aux raisons stratégiques et politiques. Dans cette époque postmoderne d'intérêts concurrentiels, de ressources limitées et d'incertitudes économiques, les concepteurs de programmes d'études travaillant au sein des ministères d'éducation sont probablement les personnes les moins aptes à entreprendre la tâche de rédiger un programme d'études postmoderne adéquat. Il ne faut pas se surprendre de constater du désarroi en cette ère postmoderne.

Tel que nous l'avions noté au début de ce texte, il revient aux enseignants, chefs de districts et professeurs d'université d'établir de nouveaux mécanismes et de nouvelles alliances afin de diriger la conception des programmes d'études. Le désarroi actuel des programmes d'études permet aux éducateurs d'approfondir ou de critiquer (voir Scholes dans Giroux, 1990) les programmes écrits pour eux. Les éducateurs ont la possibilité de créer des pratiques qui répondent aux exigences actuelles des personnes et des familles, incluant les multiplicités humaines et l'apprentissage inductif. Cela signifierait que les éducateurs ne seraient plus limités par l'idéologie dominante écrite dans les programmes d'études qu'ils utilisent et qu'ils auraient des moyens d'inclure et d'affirmer diverses idéologies et épistémologies dans leurs pratiques d'enseignement. Les enseignants et enseignantes d'économie familiale sont-ils prêts à donner aux programmes d'études une orientation qui semble faire peur aux concepteurs actuels?

La prise en charge des programmes d'études signifie que les éducateurs deviendraient aussi des concepteurs de

programmes d'études et que de nouvelles métaphores inspireraient les pratiques d'enseignement; voilà qui soulève aussi de nombreuses questions. Nous pouvons en effet nous demander: Quelles ressources sont nécessaires et accessibles pour permettre d'assumer cette responsabilité? Les éducateurs connaissent-ils suffisamment les pratiques de la réflexion scientifique pour concevoir un programme d'études adapté aux besoins et justifiable? Comment pouvons-nous arriver à saisir vraiment ce que l'économie familiale a à offrir aux élèves? Quelles valeurs et hypothèses épistémologiques sont les plus défendables lorsqu'il s'agit de donner des directives pédagogiques? Les éducateurs saisissent-ils clairement les influences autobiographiques et les théories pratiques qui façonnent leur propre pratique de l'enseignement? Quelles pratiques pédagogiques (et pratiques d'inclusivité) contribueront à la création de communautés ressources au sein des classes et des départements d'économie familiale?

Nota des auteurs

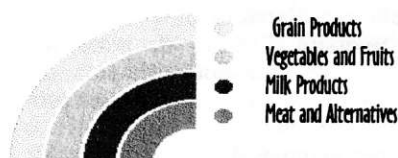
En raison de la révision des programmes d'études en Colombie-Britannique, toute une série de documents provisoires ont été produits au cours des cinq dernières années. On devrait pouvoir se procurer les trousseaux de ressources pédagogiques définitives au cours de l'été de 1996.

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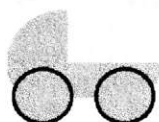
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Spousal Employment and Wage Differentials in Two-Adult Canadian Households

William R. Frisbee

The percentage of Canadian households classified as "dual-earner households" has grown dramatically over the past two decades from 32.3% in 1967 to 63% in 1988. In 1991, the dual-earner households accounted for 61.2% of all husband-wife families in the country and 87.2% of all husband-wife households with incomes in the top quintile (Statistics Canada, 1991).

The economics-based research reported here is intended to provide insights into relationships between various economic, demographic, and personal characteristics of two-adult Canadian households and the decision to be either a dual-earner household or a household where the "household head" is employed outside the home, while the "spouse" specializes in household production activities. A secondary element in the study is an examination of relationships between a sub-set

of the above-mentioned variables and wage rate differentials among spouses, whether employed outside the household or not.

Method

A sample of 5,491 two-adult Canadian households was drawn from the 1986 Statistics Canada Family Expenditure (FAMEX) micro-data file. This was the most current and complete data set available when the research reported here was conducted. To be included in the sample, (a) the household head had to be married or living common law and (b) the household head had to report wage and salary income and/or self-employment income. It is important to note that 1986 was a period of considerable economic prosperity and high levels of employment. In a very real sense, results of this analysis constitute a picture of spouses' wage rates and employment in "good economic times."

The study uses the household production model developed by Becker (1965) and elaborated upon by Bryant (1990). It builds upon a portion of the empirical analysis of time allocation decisions among two-parent, two-child US households by Gerner and Zick (1983).

The econometric techniques used to generate evidence to address these questions are complex but are not new and have been used in the Canadian context (Fast, Vosburgh, & Frisbee, 1989). The information which forms the basis of this paper is not usually presented on its own merits but as a by-product of a process used to produce unbiased estimates of wage rates for persons (such as full-time homemakers) who do not have observable wage rates in the labour market. This secondary information, being irrelevant to the primary research, is subsequently ignored (Fast, et al., 1989; Zick & Bryant, 1990) or discussed superficially (Gerner & Zick, 1983; Zick & Bryant, 1983).

The specific research questions are: (1) Given that the "household head" is employed in the labour market, how is the decision of the "spouse" to also enter the labour market, i.e., create a dual-earner household, related to: (a) indicators of his or her ability to produce goods and services in the labour market and (b) indicators of his or her ability to produce goods and services within the household? and (2) How are

Abstract

A sample of 5,491 two-adult Canadian families where the household head is employed was used to provide empirical estimates of (1) relationships between the probability that the second adult member will be employed and various factors associated with that person's household and labour market productivity and (2) relationships between the second adult's wage rate and factors related to his or her labour market productivity. The study uses probit analysis and ordinary least squares regression, augmented with an instrumental variable to control for selectivity bias, to address these issues. Results of the study indicate that a decision by the second adult to enter the labour market is influenced by personal characteristics, family size and composition, earning power of the household head, and household capital. Wage rate differences are related to many of the same variables as well as to differences in labour market conditions in various areas of the country.

Resumé

Cette étude porte un échantillon de 5 491 familles canadiennes où il y a deux adultes et où le/la chef de famille occupe un emploi, pour obtenir des estimations empiriques (1) sur les liens entre la probabilité que le second membre adulte aura un emploi et les divers facteurs associés à la productivité de cette personne à la maison et sur le marché du travail et (2) sur les liens entre le taux salarial de la seconde personne et certains facteurs reliés à sa productivité sur le marché du travail. Les résultats de l'étude indiquent que la décision de la seconde personne d'intégrer le marché du travail est influencée par des traits personnels, la composition, la taille et le capital de la famille et le potentiel de salaire du/de la chef de famille. Les différences dans les taux salariaux sont liées à plusieurs de ces mêmes variables ainsi qu'aux différences dans les conditions du marché du travail dans diverses régions du pays.

The Author

William R. Frisbee is Associate Professor of Applied Economics in the Department of Consumer Studies at the University of Guelph.

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various indicators of the spouse's ability to produce goods and services in the labour market related to his or her market wage rate?

Development of Models

The process of developing an empirical approach to examine these two questions is linked by statistical and theoretical considerations. Developing specifications of an empirical model to examine the probability that a spouse will work outside the home draws upon a fundamental principle of economic theory which states that individuals allocate productive resources among competing options so as to maximize utility or satisfaction. Becker's work on household production theory (1965) hypothesizes that a spouse's decision to work in the labour market or to specialize in household production is determined by: (1) his or her labour market productivity; (2) his or her household productivity; (3) the wage rate of the household head (a measure of his or her labour market productiv-

ity); (4) the level of income which the household derives from non-labour sources such as interest, dividends, and government transfer payments; and (5) the availability of certain types of household capital. Stated in functional form, the elements of the theory outlined above are summarized in Equation 1.

Given data indicating whether a person is employed outside the home and observations on the independent variables in Equation 1, estimation via a discrete dependent variable regression model is straightforward. The probit model was selected for this particular project.

Estimation of an equation to examine the second research question, i.e., the relationships between indicators of labour market productivity and market wage rates, is less straightforward. A problem arises because there are no observable data on market wage rates for spouses who are not employed outside the home. The fact that a spouse elects to specialize in household pro-

duction does not imply that his or her "market wage" is 0 but rather, according to theory, that his or her "reservation wage" is greater than his or her market wage.

The behavioural hypothesis of utility maximization implies that resources, including time, will be allocated such that their marginal value is equal in all activities. For those spouses who are employed, the market wage thus becomes an observable valuation of time spent in household production as well as labour market production activities. It is then necessary to find a means by which to estimate market wage rates for spouses who are not employed outside the home.

The technique employed in this study was first suggested by Heckman (1974, 1979) and has become common in the applied economics literature (See Gerner & Zick, 1983 and Greene, 1990). The process involves the estimation of Equation 1 via probit analysis. From the probit analysis, it is possible to calculate Mill's Ratio and its inverse, λ . Given values for λ , the wage rate can be estimated via OLS regression using only observations from households where the "spouse" is employed. The estimating equation, in implicit form, is specified as Equation 2.

Equation 1

employed/not employed = f (labour force marginal product, household marginal product, wage rate of the household head, non-labour income, and household capital)

Equation 2

$\ln w_s = f(LP, \lambda)$

where $\ln w_s$ = the natural logarithm of observed wage rate for employed spouses
 LP = a vector of labour market productivity variables, and
 λ = inverse of the Mill's Ratio

Note:

Parameter estimates associated with variables in vector LP , given inclusion of instrumental variable λ among the set of independent variables, will be free from the sample selection bias problem which first prompted Heckman's (1974) article and can be used to calculate unbiased estimates of wage rates for each member of the sample, whether employed outside the home or not.

Specification of Study Variables The "Probability of Being Employed"

(Equation 1)

The dependent variable in this equation is a dichotomous variable, P , which is set equal to 1 if the spouse is employed and to 0 if the spouse is not employed. Measures used for inde-

- **Two-Adult or Husband-Wife Household**, consistent with Statistics Canada definitions, is any household where two adults are living as a married couple or in a common-law relationship.
- The **Household Head** is the person so designated by respondents to questionnaires employed by Statistics Canada. There is no presumption that the household head is male or female. Further, observations used in the analysis were restricted to those where the household head reported wage or salary income and/or income from self-employment, i. e., the **household head** is employed outside the home.
- **Spouse** is used to indicate the adult member of the household designated by respondents as "the spouse", i.e., the adult member who is not the household head. The **spouse** specializes in household production activities.
- **Labour Market Productivity** — the value of the products and services one can produce by allocating an additional hour of time to the labour market.
- **Labour Force Marginal Product** — the products and services one can produce by allocating an additional hour of time to the labour market.
- **Household Productivity** — the value of products and services one can produce by allocating an additional hour of time to production within the household.
- **Household Marginal Product** — products and services one can produce by allocating an additional hour of time to production within the household.
- **Reservation Wage** — the dollar value of one's household productivity.
- **Market Wage** — the dollar value of one's labour productivity.

pendent variables are given in Table 1.

They include:

Variables associated with labour market productivity

(i) Years of education completed

It is hypothesized that increasing levels of education are associated with the development of one's human capital (knowledge, skills, and abilities) and the enhancement of one's capacity to employ his or her human capital in a productive manner.

(ii) Age of the spouse and age²

Age is included as a proxy for work experience, the hypothesis being that older persons have greater experience in the labour force and are more likely to have developed skills and acquired knowledge that enhances productivity in the labour force relative to productivity in the household. Age² is included to account for the nonlinear effects of work experience on skill development and knowledge acquisition.

(iii) Residence in a rural area

This variable is included to account for different labour market conditions/opportunities in rural vs. urban areas.

(iv) Region of the country in which the household is located. This variable is included to account for different regional labour market conditions such as different unemployment rates.

(v) Gender

Gender is included to account for the possibility that, on average, males, by training, inclination, and tradition are relatively more productive in the labour market and therefore are more likely to be employed outside the home while females are relatively more productive in the household and therefore less likely to be employed outside the home.

Variables associated with household productivity

(i) Number and age of children

Bryant (1990) argues that the household productivity of adults increases with the arrival of a new child and tends to diminish as the child becomes older, less dependent on others, and capable of contributing to household production activities. (See Gerner and Zick, 1983, for supporting empirical evidence.)

The hypothesis for the inclusion of this set of family composition variables is that the probability of a spouse being employed outside the home will decrease (a) with the presence and number of children; (b) by the greatest

percentage as the "number of person-weeks that children under age 4 were resident in the household" increases; and (c) by a smaller percentage as the "number of person-weeks children in older age categories were resident in household" increases.

(ii) Number of persons in the household age 65 or older

The presence in the household of persons age 65 or older who are physically and/or emotionally dependent *may* have an effect on the household productivity of household heads and spouses similar to that hypothesized for the presence of children. One would expect then a negative relationship between this variable and the probability of the spouse being employed out-

Table 1. Measures for Variables.

Associated with Labour Market Productivity

Years of education completed:

SEC = 1 if the spouse has a high school diploma or less
= 0 otherwise.

COMC = 1 if the spouse has a community college diploma or some university training
= 0 otherwise.

SEC=COMC=0 means the spouse has a university degree or more.

Age of the spouse

= age in years

Residence in a rural area

Rural = 1 if the household is a farm or non-farm rural household
= 0 if an urban household

Region of the country in which the household is located: represented by a set of dichotomous variables

= 1 the Atlantic Region, Quebec, Ontario, and the Prairie Region.

= 0 (the null category) British Columbia households and a small number of households located in Whitehorse, Yukon, and Yellowknife, Northwest Territories = 0 (the null category).

Gender

Female spouse = 1

Male spouse = 0

Associated with Household Productivity.

Number and age of children:

measured by the number of person-weeks children were resident in the household by age category: under age 4, age 4 to 6, age 7 to 9, age 10 to 12, age 13 to 15, age 16 to 17.

Number of persons in the household age 65 or older:

measured by the number of person-weeks individuals age 65 or older were resident in the household.

Home ownership

household owns its home = 1

otherwise = 0

Number of rooms in the home
count

Additional Variables:

Wage rate of the household head

measured in dollars per hour

Household income from non-labour sources

measured in units of \$1,000 — includes interest, dividends, government transfers such as family allowance payments, and any other income received from sources other than salaries, wages, and self-employment.

Household capital

measured as the number of automobiles owned by the family, a proxy for the mobility of household members.

Composition of the Typical Household by Age Category (measured in person-weeks)

Age Category	No. of person-weeks
less than 4	12.16
age 4 to 6	10.06
age 7 to 9	10.08
age 10 to 12	9.94
age 13 to 15	8.94
age 16 to 17	6.22
Adults: age 65+	3.4

The measurement units used and the age categories specified are the standard units and categories employed by Statistics Canada in the Family Expenditure Survey (FAMEX).

side the home. Conversely, an adult age 65 or older may, in fact, contribute significantly to the production of goods and services within the household, thereby increasing the probability that a spouse will be employed outside the home.

(iii) Home ownership

Persons who own, rather than rent, their home may be more likely to engage in household production activities that maintain or enhance the value of the property and, hence, the net worth of household members. From this "return-on-investment" perspective, the value of goods and services produced by allocating time to household production activities may be increased relative to that which could be produced by participating in the labour force. Home ownership is thus hypothesized to reduce the probability that a spouse will be employed outside the home.

(iv) Number of rooms in the home

If a well-cared-for and maintained home is a desirable commodity and if the care and maintenance of large homes requires greater time and effort than that required by small homes, the value of care and maintenance goods and services produced by a spouse in the household is likely to be greater if his or her home has a large number of rooms. Thus, it is hypothesized that spouses whose homes have a large number of rooms are less likely to be employed outside the home than are spouses with homes having fewer rooms.

Additional Variables

(i) Wage rate of the household head*

Research by Gronau (1977) suggests that among employed married women, increases in husbands' wage rates are

associated with a reduction in hours worked outside the home. Cochrane and Logan (1975) found that increases in husbands' wage rates were not associated with changes in the amount of time employed married women allocate to household production activities but were associated with increases in the amount of time employed women allocate to leisure, again implying a reduction in hours allocated to market work.

(ii) Non-labour sources of household income

It is widely recognized that the amount of time allocated to leisure increases as income increases. It is hypothesized that, holding all other factors constant, relatively higher levels of income from non-labour sources will be associated with increasing the amount of time allocated to leisure and reducing time allocations to home production and/or labour market production and hence relatively lower probabilities that spouses will be employed outside the home.

(iii) Household capital

A measure of household capital used in this analysis is the number of automobiles owned by the family, a proxy for the mobility of household members. The hypothesis is that the greater the number of automobiles owned, the greater the mobility of household members, and, because of greater access to geographically-dispersed employment opportunities, the greater the likelihood that the spouse will be employed outside the home.

Spouse's Wage Rate (Equation 2)

Consistent with standard human capital theory (Becker, 1975), the spouse's wage rate equation is estimated in the semi-log form. The dependent variable is the natural logarithm of the observed wage rate.*

The set of independent variables is identical to the set of variables for "The Probability of Being Employed Equation" discussed above plus λ , the instrument included to remove sample selection bias.

Analysis and Results

Equations (1) and (2) were estimated for the study sample. Means and standard deviations for continuous independent variables and frequency counts for categorical variables included in the analysis are shown in Table 2. Results from the estimation of both Equations 1 and 2 are presented in Table 3.

With regard to results for Equation

1, it is important to recall first that parameter estimates from a probit analysis cannot be directly interpreted as marginal effects (in the case of continuous variables) or shift parameters (in the case of categorical variables). Second, because the equation underlying probit analysis is the non-linear, cumulative normal distribution function, marginal effects and shift parameters will take on different values at different points along the function. Third, the number of continuous and categorical variables included in the estimating equation, combined with non-linearity, allows one to calculate a large number of possible marginal effects and shift parameters. Fortunately, general implications (i.e., statistical significance and positivity or negativity of relationships) flowing from the estimating equation can be addressed without going through extensive calculation.*

The discussion which follows makes frequent reference to a "typical" household. Values derived for this typical household were calculated using the sample mean values for statistically-significant ($t \leq 2.00$) continuous variables and sample mode values for statistically-significant ($t \leq 2.00$) categorical values, as given in Table 2.

The "spouse" in this typical household is a 39-year-old female with a high school education or less. The typical household is located in an urban area in one of the Prairie Provinces and owns 1.58 automobiles. The household head in the typical household has an hourly wage rate of \$17.20 per hour.* Values for the composition of the typical household with regard to children age 16 and younger and adults over 65 years of age are given in person-weeks.

The "Probability of Being Employed" Equation

Effect of level of education

The level of education is clearly an important determinant of whether a spouse is employed in the labour market. Outcomes from the variable SEC and COMC suggest that well-educated spouses were significantly more likely to be employed outside the home, even during buoyant economic conditions such as those which prevailed during the mid-1980s. Specifically, the results indicate that a spouse with a university degree in an otherwise "typical" household was 13.8% more likely to be employed than is a spouse with a high school education or less. A spouse with a community college diploma or

some university training in an otherwise "typical" household was 9.4% more likely to be employed than a spouse with a high school education or less.

The impact of education and its relation to other factors affecting resource allocation decisions is illustrated by the addition of one child under age 4 to the household in the following example. Select two spouses who are "typical" except that each has no children and who are identical in every other respect except that the second is a university graduate. If we assume that each of these women then has a baby, what will be the estimated impact on the probability that each will choose to work in the labour force? In each instance, and as theory predicts,

the probability of being employed is reduced by the arrival of the new baby. For the high school graduate, the addition of a child reduces the probability of being employed by 15.5%, but for the university graduate, by 10.2%. This difference suggests that, holding all other factors constant, the increase in the spouse's household productivity, resulting from the addition of a new baby relative to that spouse's labour force productivity is substantially greater for the high school graduate than for the university graduate. The high school graduate is therefore more likely to choose specialization in household production and less likely to choose employment following the arrival of a new baby.

Effect of gender

Calculation of education/gender relationships based on the "typical" household indicate that, holding all other factors constant, a male spouse with a high school diploma is 14.9% more likely to be employed than is a female spouse with a high school diploma; and, holding all other factors constant, a male spouse with a university degree is 8.8% more likely to be employed than is a female spouse with a university degree.

These results are consistent with a traditional pattern of production-specialization within two-adult, male-headed households, i.e., male household heads specialize in labour market production where males have historically enjoyed a comparative advantage and female spouses specialize in household production.

Table 2:

Means and Standard Deviations for Continuous Independent Variables

Variable	Mean	S. D.
Children: age < 4	12.161 (.23) ^a	25.576
Children: age 4 - 6	10.064 (.19) ^a	23.313
Children: age 7 - 9	10.082 (.19) ^a	22.984
Children: age 10 - 12	9.943 (.19) ^a	23.083
Children: age 13 - 15	8.944 (.17) ^a	22.043
Children: age 16 - 17	6.217 (.12) ^a	18.167
Adults: age 65+	3.447 (.07) ^a	15.564
No. of rooms	6.507	1.938
No. of automobiles	1.584	.843
Age of spouse	38.859	11.648
Non-labour income (000)	6.031	12.809
Wage: household head	17.197	13.487
Wage: spouse ^b	8.681	5.266

Frequency Numbers for Categorical Independent Variables

	Number	Proportion
SEC (high school education or less)	3,470	.632
COMC (community college or some university)	1,520	.277
Univ. Degree (null category)	501	.091
Own home	3,899	.710
Do not own home (null)	1,592	.290
Rural	1,211	.221
Urban (null)	4,281	.779
Atlantic	1,100	.200
Quebec	1,085	.198
Ontario	1,318	.240
Prairies	1,371	.250
British Columbia (null)	617	.112
Female spouse	4,854	.884
Male spouse (null)	637	.116

n = 5,491

^a These variables are measured in the FAMEX data set in person-weeks. Figures in parentheses represent the mean number of person-weeks divided by 52 and are properly interpreted as the average number of persons who were resident in the household for a full year, by age category.

^b The mean wage reported applies to spouses employed outside the home. The sample size from which this mean was calculated was 3,735.

Effect of age

Results for age and age² included as proxies for work experience suggest that the probability of a spouse being employed is positively related to experience, up to a point. Thereafter, the relationship becomes negative. If one is prepared to accept that age is a good proxy for experience, the change from positive to negative occurs at approximately 23 years of experience. One explanation for this outcome is that the longer one's length of employment in a particular organization or a particular job, the more organizationally-specific or job-specific one's human capital becomes. This organizationally- or job-specific experience becomes a non-asset in labour markets and organizations where job descriptions and required skills are subject to rapid change, circumstances which clearly applied to the Canadian economy during the mid-1980s. (See March & Simon, 1958, for an excellent discussion of this issue.)

Effect of rural/urban and region

Parameter estimates for variables reflecting urban/rural and regional differences suggest that spouses residing in rural areas were approximately 6.4% less likely to be employed than were those living in urban areas. Spouses resident in Ontario and the Prairie Provinces were approximately 7% more likely to be employed than their counterparts in other regions of Canada.

Effect of presence of children

The presence of children clearly emerges as the dominant factor associated with employment outside the

Table 3. Parameter Estimates of the Probability of Spousal Employment and Spousal Wage Rates (t-statistics in parentheses)

Independent variables	Dependent Variables	
	Probability of Employment	ln (Spouse Wage) ^a
CONSTANT	1.213 (4.170) ^b	2.062 (14.028) ^b
SEC (high school education or less)	-.495 (-6.579) ^b	-.480 (-12.858) ^b
COMC (community college or some university)	-.178 (-2.150) ^b	-.272 (- 7.285) ^b
Age of spouse	.047 (3.412) ^b	.037 (5.140) ^b
(age of spouse) ²	-.001 (-6.366) ^b	-.0003 (- 3.854) ^b
Rural	-.205 (-3.766) ^b	-.161 (- 4.823) ^b
Atlantic	.027 (.382)	-.106 (- 2.607) ^b
Quebec	-.039 (- .560)	.040 (.990)
Ontario	.218 (3.218) ^b	.051 (1.311)
Prairies	.221 (3.252) ^b	-.052 (- 1.336)
Female	-.546 (-7.900) ^b	-.178 (- 5.180) ^b
Children: age < 4 ^c	-.009 (-10.419) ^b	
Children: age 4 - 6 ^c	-.006 (-7.437) ^b	
Children: age 7 - 9 ^c	-.004 (-5.100) ^b	
Children: age 10 - 12 ^c	-.003 (-3.504) ^b	
Children: age 13 - 15 ^c	-.001 (-1.470)	
Children: age 16 - 17 ^c	-.002 (-2.058) ^b	
Adults: age 65+ ^c	.000 (.140)	
Own home	.043 (.876)	
Number of rooms	.011 (.964)	
Wage: household head	-.006 (-5.120) ^b	
Non-labour income	.265 (- .184)	
Number of automobiles	.149 (6.144) ^b	
Lambda		-.426 (- 6.139) ^b
Sample size	5,491	3,735
F-statistic (zero slopes)		58.183
Log likelihood	-2,999.670	

^a This equation was estimated in the semi-log form per the standard human capital model. Ln (Spouse Wage) is the natural logarithm of the spouse's hourly wage rate.

^b Statistically-significant at the .05-level or higher.

^c These variables are measured in person-weeks, i.e., the number of weeks a person within the stipulated age category was a member of the household in 1986. Multiplication of the estimated parameters by 52 converts them into person-years.

home. The statistically-significant and negative results support the hypothesis that children in the household dramatically increase the "household productivity" of adult members. The pattern of these results, indicating that the negative impact of children on the probability of employment declines as children become older, is consistent with theoretical arguments (Bryant, 1990) and empirical findings (Gerner & Zick, 1983).

Effect of mobility (household capital)

The positive association between the probability of a spouse being employed and the number of automobiles owned by the household is consistent with an argument that mobility may be an important factor in the decision to join the labour market. At the same time, it may be that the second pay cheque

merely facilitates ownership of multiple automobiles. All that can be said, based on this research, is that the two tend to occur together.

Wage Rate Equation

The strong, positive impact of *education* on the probability of a spouse being employed re-emerges in the context of spouse's wage rates.* The parameter estimate associated with the variable SEC (-.480, see Table 3) implies that, when viewed from the perspective of a spouse with a university degree, he or she had a wage rate of 61.6% higher than a spouse with a high school education or less. When viewed from the perspective of a spouse with a high school education or less, he or she had a wage rate of 38.1% lower than a spouse with a university degree hold-

ing all other factors constant. This finding held for men and women irrespective of the actual wage rate differential between men and women. The same university-educated spouse had a wage rate 31.3% higher than a spouse with a community college diploma or some university training, again holding all other factors constant. This percentage wage differential was the same for male and female spouses. It should be noted, however, that the same percentage differentials were not reflected in identical wage rates.

Parameter estimates associated with *spouse's age* and *age²* (age being a proxy for work experience) reveal a most interesting relationship between wage rates and labour market experience. Setting the partial derivative of the wage equation, taken with respect to age, equal to 0 and solving for "age" leads to the conclusion that experience has a positive effect on wage rate up to the point where the spouse has worked for 61 years! In practical terms, this statistical/mathematical result implies that work experience has a positive effect on wage rates throughout one's working life. It should be noted however that the impact of experience, as proxied by age, appears to be minimal in a financial sense.*

Results for the *urban/rural* variable indicate that, holding other factors constant, spouses living in urban areas had market wage rates approximately 17.5% higher than those living in rural areas. The only statistically-significant *regional* differences are associated with spouses residing in the Atlantic provinces. Wage rates in other areas of the country are estimated to have exceeded those in the Atlantic region by approximately 11%.

Finally, it must be noted that the difference between the wage rates of *male and female* spouses was statistically-significant. In percentage terms, the wage rate for an average male spouse was estimated to be 19.5% higher than that for a typical female spouse, holding all other factors constant.

The statistically-significant parameter estimate associated with *lambda* indicates that sample selection bias is a problem and that a non-zero correlation exists between the sample selection criteria and observed wage rates for employed spouses. Beyond serving as an instrument to correct for sample selection bias, however, *lambda* has no content of interest to this research.

Conclusions

The most dramatic results of this research are undoubtedly those for spouse's education. The theoretical model underlying this research is one of individual resource allocation and choice among competing options. There is strong evidence that well-educated spouses, irrespective of their life circumstances, are significantly more likely to *choose* employment outside the home. For them, employment is an economically rational option, provided by the power of the well-educated to command wage rates significantly higher than those commanded by the less-well-educated. For some spouses, a decision to work outside the home is motivated by factors other than economic rationality. The spouse who chooses employment because he or she satisfies personal development, psychological, or social needs by doing so, may enhance his or her personal well-being at the expense of the household's financial well-being, although the power of well-educated spouses to command higher wages may reduce the adverse financial impact of such economically-irrational decisions.

Results showing the relationship between the probability of employment and the number/age of children in the household are clearly consistent with the hypothesis that the presence of children under the age of 4 increases the "household productivity" of adult members to the greatest degree and that the household productivity of adult members diminishes as children become older. These same results, combined with the negative relationship between household head's wage rate and the probability that his or her spouse will be employed, support the assertion that the presence of children decreases the economic rationale for spouses being employed outside the home and increases the economic rationale for production-specialization between spouses.

However, results of the study reinforce the long-recognized fact that the opportunity cost of having and raising children is substantially greater for those spouses who are well-educated than for those who are less well-educated. Though the evidence suggests that the presence of children increases the household productivity of spouses, it also suggests that among the best-educated, these productivity increases will not be sufficient to make household productivity relatively more at-

tractive (in an economic sense) than participation in the labour force. It makes economic sense for spouses in this situation to continue in the labour market and purchase services such as child care in the marketplace. Childless households in which both the household head and spouse are well-educated may conclude that children lead not only to unacceptable reductions in net wages (i.e., wages net of child care expenses), but to changes in lifestyle and career interruptions that are equally unacceptable. It is apparent that among well-educated two-adult households, a conscious decision to remain childless may be based in economic rationality.

However one views the evolution of Canadian society in subjective terms, the facts are indisputable. Over the past twenty-five years we have observed a doubling in the percentage of husband-wife households that are also dual-earner households; we have observed and continue to observe increases in the number of women who pursue post-secondary education in fields once viewed as male preserves; we have observed dramatic changes in the employment options and salaries available to women, most notably well-educated women in professional, managerial, and administrative positions; and we have observed a pattern of declining and delayed fertility, especially among well-educated, upper-earned-income households. Empirical results reported in this paper suggest that these trends are not only social or cultural phenomena but that they are also strongly rooted in economic rationality. They suggest that the economic benefits of production-specialization within families, a major reason why marriage makes sense from an economic perspective, diminish as labour market options increase for well-educated persons of both genders. They suggest that we can expect continuation of new fertility patterns and that provision of child care options will continue to hold a significant position on Canada's social policy agenda.

Data Source

Statistics Canada 1986 Survey of family expenditures (machine-readable data file). March 26, 1991 edition. Ottawa: Family Expenditures Section, Household Surveys Division (producer and distributor). 1 data file (10,356 logical records) and accompanying documentation (132 pp.).

* Space does not permit the inclusion of mathematical reasoning and calculations or details of statistical analysis. For more information, please consult the author:

William R. Frisbee, Ph.D.
Department of Consumer Studies
University of Guelph
Guelph, ON N1G 2W1

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On the Job

"My Job is Real" - Mary Boni

Contributed by Linda Peterat

"The thing I like most about my job is, it's real," states Mary Boni. By this she means that much of her work involves facilitating and assisting students in developing careers for themselves in the apparel industry. Mary is currently co-ordinator of the Fashion Design and Technology program at Kwantlen University College, Richmond, British Columbia.

Mary conveys a genuine love and enthusiasm for her work — she goes on to say that she loves the continuing opportunity she has to grow and learn in her job. Her employer was very supportive of her as she completed a Master of Arts in Education recently at the University of British Columbia, and encouraging as she developed computer technology applications within the Kwantlen program. She is in frequent contact with the local apparel industry who provide practicum placements and employment for her students and a source of constant learning for Mary.

Mary graduated from high school in Saskatoon, Saskatchewan, and began university studies focusing on history, psychology, and sociology. Concerned about the kind of employment her studies would lead to, she decided, after two years, to transfer into an Education program with a double major in home economics. She also believed this career direction would allow her to work with two things she loved, foods and clothing.

After she graduated in 1975, Mary began teaching Home Economics in Calgary. She initiated a program with the Industrial Arts instructor where their students changed classes for six weeks, thus giving boys exposure to home economics and girls to industrial arts.

Mary found herself developing a strong preference for teaching clothing and textiles. She recalls how proud Grades 7 and 8 students always were on completion of their first projects. Their pride in accomplishment impressed Mary and influenced her commitment to teaching clothing and textiles. Mary taught for short times in Langley and Penticton and always maintained an entrepreneurial venture as well. She had a small business doing alterations and custom sewing from the time of her university graduation until she joined Kwantlen College in 1979. For one year she worked for an outerwear clothing company in Vancouver as a floor supervisor and industrial sewing machine operator.

With a rich background of teaching, business, and industrial experience, Mary joined the Fashion Arts Program at Kwantlen (then Douglas College). She became instructor of courses such as industrial sewing, design, and textiles. The introduction of computers into the apparel industry inspired Mary to begin a Master's



program. She focused on computer studies and as part of her thesis she developed a computer tutorial simulation of apparel planning and costing. The tutorial is used in the Kwantlen program and by other educators across North America.

In 1989, Mary became co-ordinator of the Fashion Design and Technology Program at Kwantlen University College. Granted permission to call itself a University College in February 1995, it is in the first stages of developing a degree-granting program. The program has expanded from three instructors, when Mary joined, to seven. There is a high demand for its graduates. Industry is changing and now wants well-trained

people to fit into the various aspects of the field. Future program changes will likely include the introduction of co-op education programs and the lengthening of programs to three or four years.

A typical day for Mary includes teaching CAD, textile science, or apparel industry courses, making phone calls to industry personnel to set up practicums for students, and responding to phone calls from people wanting information about the fashion program, the apparel industry, or a graduate to hire. A typical week includes responding to dozens of memos, planning marketing strategies, developing curriculum, meeting with other faculty and administrators, and, in the evenings, attending apparel-industry-related committee meetings.

Mary is an involved and active professional. She has worked on the Program Committee and Education Committee of BCHEA. In 1989 and 1990 she received the Ruth Binnie Award (CHEA), and in 1993 the Graduate Student Research Award of CARHE and the International Textile and Apparel Association Fairchild Publications Faculty Grant for her paper *Visual Computer Simulation in Instruction of Apparel Production* based on her Master's thesis. She was an active member of the Designers' and Fashion Association throughout the 1980s and early 1990s. She is currently Education Director for Apparel B.C., which is British Columbia's apparel industry link to the Canadian Apparel Federation in Ottawa. She is active in the International Textiles and Apparel Association.

Mary's enthusiasm is evident when she describes the dynamic context of the West Coast apparel industry. "The industry is doing very well with high-tech outerwear.... This interest is not only my work, but I live it I'm a real West Coast person. I love the outdoors. I do downhill and telemark skiing, and a lot of cycling. I understand the functioning of outdoor clothing; I wear it, I research it, I live it!"

Home Economists Speak Out Canadian Policies and Regulations for Baby Clothing and Bedding

Meredith Fraser and Keith Slater

Babies and infants are the epitome of the uneducated consumer. Their safety and protection lie in the hands of those producing, selling, and purchasing goods intended for their use. The unexpected hazards of baby clothing and baby bedding are a key issue in the area of safety in children's products.

Safety of Regulated Products

There is some evidence that regulated products can be safer ones. The presence of flame resistant treatments apparently increased the survival rates of the children involved in fires in the following examples.

In a case study taken from a US Consumer Product Safety Commission Study (Tyrell and Collins, 1978), a mother was smoking beside her sleeping 6-week old baby on the sofa when her cigarette ignited the child's flame-resistant (FR) treated sleepwear. The baby suffered burns to 17.5% of its body, 12.5% being third-degree burns to the baby's exposed extremities, but survived after 56 days of hospitalization. In a second example, a 6-month old infant's bedding ignited in a house fire, but its FR-treated clothing did not. Only 4% of the child's total body surface area was burned, 2% involving third-degree burns to the infant's scalp and arm. After 54 days in the hospital, the infant survived.

On the other hand, Tyrell and Collins (1978) cite numerous tragedies involving clothing-related burn injuries and deaths of children less than twelve months old. In one case, an 8-month-old infant's clothing was ignited by an unknown thermal source, causing 85% of the child's body surface area to be burned and resulting in the death of the child. Another infant, aged 6 months, was asleep in its crib when a house fire erupted; 60% of the child's body surface area was burned,

and the child was pronounced dead on arrival at the hospital. Had all these children been wearing regulated clothing or using bedding with fire-retardant treatments conforming to regulations, the results might have been less tragic.

Flammability, however, is not the sole danger in children's clothing and bedding. Toxicity, irritability, and constructional errors, leading to potential ingestion of items and possible choking, suffocation, and allergic reactions, are other dangers. Regulations to cover all significant hazards should exist, but this does not appear to be the case. The amount, content, quality, and perceived necessity of regulations imposed on Canadian manufacturers by the Canadian government and consumer groups require detailed evaluation. The key to maintaining a safer industry lies in the close monitoring and comparison of attitudes and behaviour in two sectors of the Canadian marketplace: the government and the manufacturers. A "safe-watch" is essential (Sweitzer et al., 1979) in closely investigating areas lacking regulation or requiring change. Regulations that do exist appear to concentrate on the flammability requirements of baby products, while the many other significant hazards mentioned also occur.

The Canadian Government (1991), in its *Hazardous Products Act*, regulates the baby products industry in terms of labelling, performance, flammability, toxicity (dermal and oral), and irritability. Manufacturers, however, appear to perceive the existence of regulations only in the areas of flammability, labelling, and international trade policies. This perception can lead to the possible creation and production of potentially harmful baby products through manufacturers' ignorance of actual legislation. The simple existence of regulatory policies is not in

itself necessarily evidence of adequate consumer protection. Each particular industry and its environment must be analyzed to determine regulatory effectiveness.

In this paper, we examine the two sectors of the industry, namely, the government and manufacturers, which play major roles in the development and availability of baby products, specifically clothing and bedding. By focusing on each sector individually, we may observe its perspective and define problem areas by comparing the two perspectives and analyzing any discrepancies. The terms "baby," "infant," and "child" are used interchangeably, with no specific age limits or categories, unless otherwise stated.

Segment I: The Canadian Government

Government policies define the government's position on many issues, one of the more important being the social issue of consumer protection. While new policies may create some unforeseen production problems for manufacturers, what they may achieve by their existence should certainly be adequate compensation for the manufacturers' efforts to comply. Regulations ensure a fair marketplace and serve to protect consumers.

In 1967, the Canadian federal government created the Department of Consumer and Corporate Affairs (whose mandate has now been spread among many departments, including

The Authors

Meredith Fraser recently completed graduate work in Family and Consumer Studies at the University of Guelph.

Keith Slater is a professor of Textile Science in the Department of Consumer Studies at the University of Guelph.

Health Canada). Its purpose was "to protect consumers by establishing a fair and efficient marketplace ... and to provide personal and economic safety by regulating marketplace deception, unfair trade practices, and unsafe products." (Consumer and Corporate Affairs, 1992). Consumer vulnerability requiring regulatory protection arises from various situations, including that of infants and children whose capacity to understand or use a product may be less than the assumed "average" consumer.

After a lengthy search of government documents, we found that the only significant government legislation regarding baby products appears to be contained in the *Hazardous Products Act*, one area of which deals specifically with children's sleepwear. Even after the introduction of its regulations in 1971, children's burn injuries and deaths involving sleepwear continued to occur. The Act was therefore amended in 1987 to create stricter regulations.

For products to fall under the classification of children's sleepwear, deciding factors are "the nature of the product and the likelihood that it will be used by children for sleeping or activities related to going to bed... (and) ... the way in which the product is sold, advertised and promoted."

Item 40, Part II of Schedule 1 to the *Hazardous Products Act* defines children's sleepwear as: "Children's nightgowns, nightshirts, dressing gowns, bathrobes, housecoats, robes, pyjamas and baby-doll pyjamas in sizes up to and including 14X other than a) those designed for hospital use; b) those designed for infants up to 7 kg; c) polo pyjamas; and d) sleepers."

The four exceptions listed are considered "special" and must comply with various requirements other than those for children's sleepwear, including, specifically, Item 5 of Part I of Schedule I of the *Hazardous Products Act*. This establishes a criterion of *flame spread time* instead of the more stringent *char length pass/fail* conditions specified in the *Hazardous Products (Children's Sleepwear) Regulations* (Canadian Government, 1987), to which the non-exceptional items listed above must adhere.

The *Hazardous Products Act* divides hazardous products into two categories: 1) banned products, which cannot be advertised, sold, or imported in Canada at all, and 2) regulated products, which are authorized and control-

led by regulations. Banned products under the *Act* include flammable children's wear and previously defined prohibited baby products and clothing. Manufacturers of baby clothing and baby bedding must comply with the requirements for children's sleepwear (labelling, flammability, and toxicity). Additional requirements for these manufacturers are contained in the Textile Labelling Act which stipulates that articles made from fabrics must indicate the fibre content and the identity of the manufacturer.

Segment II: Canadian Manufacturers

Canadian manufacturers face three main sources of regulation. The first consists of the federal and provincial governments which impose official regulations on industry. Second are industry codes which regulate a manufacturer's behaviour in the marketplace. In both of these situations, the controlling codes may be voluntary or compulsory, and a mix of both unofficial and official regulatory instruments. The third source of "regulation" is the consumer. Consumer acceptance of a product, service, behaviour, or overall image of a firm dictates the success or failure of that firm. The power of consumer demand is an enormous force in the marketplace. All three sources of regulation must each be satisfied in order for a firm to prosper.

In the baby products industry, some firms actively seek out consumer complaints about their products to increase the firm's overall image and quality and to stimulate demand for their products. In most cases, however, complaints arise only after an injury has occurred. Regulations, on the other hand, protect the consumer before the damage occurs.

Manufacturers must take it upon themselves to meet the requirements of any legislation. As clearly stated in the *Children's Sleepwear Regulations Interpretation Guide* by Consumer and

Corporate Affairs Canada: "It is the responsibility of traders to assure that their products meet the flammability requirements of the regulations." (Consumer and Corporate Affairs, n.d.). However, there are discrepancies in the regulations regarding the flammability requirements for different fabrics (e.g., cotton and polyester). Some may not meet the flammability test standards in the *Hazardous Products (Children's Sleepwear) Regulations* (Canadian Government, 1987) but meet the flammability standards set forth in Item 5, Part I of Schedule 1 to the *Hazardous Products Act*. The disparity allows manufacturers to selectively choose which regulations to follow. This loophole can be a means of escaping governmental retribution if a harmful product is manufactured.

A similar discrepancy exists with respect to loose-fitting and snug-fitting clothing. Loose-fitting garments (those with wide, flowing sleeves, skirts, pants, etc.) are considered to be the most hazardous, since they can come into contact with possible ignition sources more easily than snug-fitting garments. For this reason, loose-fitting pieces must comply with the *Hazardous Product (Children's Sleepwear) Regulations*, whereas snug-fitting pieces fall under Item 5, Part I to Schedule 1 of the *Hazardous Products Act* as specified in the *Interpretation Guide* to the Act (Consumer and Corporate Affairs, n.d.).

These discrepancies give manufacturers the opportunity to decide which regulations are most convenient for them to obey. There is a difference (Raiborn and Payne, 1990) between legal and ethical requirements imposed on manufacturers. By placing the onus of responsibility for regulation compliance on the manufacturers, the government is ultimately allowing self-regulation.

Since specific legislation under the *Hazardous Products Act* deals only with children's sleepwear and focuses

Summary

Hazardous Products Act (Children's Sleepwear) Regulations (1987)

- Each product treated with a flame retardant must be properly labelled to identify the presence of the flame retardant. Instructions for care of the garment must be on the label to ensure maximum effectiveness of the flame retardant, and a minimum probability of removing or degrading it through standard washing and drying procedures.
- In reference to performance requirements, specific flammability test results must be met.
- The flame retardant used must not be harmful, toxic, or irritable if ingested orally or by coming into contact with skin or eyes. Various tests must be performed to ensure the maximum possible irritability to the flame retardant.
- Step-by-step testing procedures for flame resistance are set out and must be followed.
- Specific permitted char lengths must be met to satisfy the flame resistance requirements.

mainly on flammability, the question arises as to why only sleepwear is regulated. There are many other products (such as baby clothing for daytime or baby bedding) that pose equal hazards. Fire is not solely nocturnal; it can strike at any time and place. Fires are not selective in the activity or time of day during which they occur. Accidents may, in fact, be more likely to happen in the daytime if a child seizes an opportunity to approach an open flame. Possible ignition sources exist elsewhere than in the home, in different contexts and activities, so the child will not always be in sleepwear when near potential fire sources. A large number of possibly dangerous situations exists, but the current Canadian Government legislation is regulating only a small proportion of these. Preventive measures need to be taken to ensure the safety of children.

Survey Of Manufacturers

To investigate the attitudes of manufacturers to the regulatory situation, nine different companies in Canada and the United States were contacted by telephone during the winter of 1995 in conducting research for this article. Questions were asked of the highest-ranking individual of each company prepared to give us information regarding the regulations faced, and his or her familiarity with them. Responses varied. Those given by the person who appeared to be the most concerned of all the firms approached provided substantial insight. This firm, anonymous as a condition for permission to publish replies, will be referred to as "Company X"; its approach to the manufacture of baby items is summarized below.

Company X is a Canadian manufacturer of baby products, 80% of its output being receiving blankets, crib sheets, and children's towels and washcloths. Company executives currently estimate that they hold 35% of the Canadian market in which their products compete. The company imports its fabrics from suppliers in China, Pakistan, Indonesia, and other textile-producing countries, and supplies its finished products to major department stores in Canada. It has begun to expand its exporting efforts to the United States.

When asked about specific Canadian regulations the firm must face, the plant manager responded that there are "no true harsh regulations" with which the firm must comply, and it faces no

large differences in regulations when exporting to the United States. The firm is not eligible for the advantages of the Free Trade Agreement, as the fabric component of its products is imported from outside North America. The plant manager sees the labelling requirements for the fabric as the only regulations regarding the imported fabrics and these are the responsibility of the supplier. Speaking for the company, the plant manager feels that the industry is neither too heavily nor too lightly regulated, and that Company X's production is not affected by the current regulations that do exist. He also sees no real need for any regulation changes or improvements in any sectors of the industry. He feels that the "way things should be," the *status quo*, has existed for so long and caused so few problems that no one thinks anything needs to be changed. He stated that the company's production is mostly affected by consumer demand; the firm is not restrained or cornered by numerous policies and regulations.

The company has its own code that it follows to ensure the manufacture of safe, high-quality products, and a quality control system is used throughout the entire production process. This maintains the quality image of the firm, and also minimizes the risk of liability by avoiding the production of defective or harmful products.

Some of the firms contacted seemed dangerously indifferent regarding regulatory policies (or lack of them) in their industry. One retailer confidently stated that the only reason for their baby product returns was shrinkage (which was perceived to be the fault of the consumer). Her feeling was that, since no defective products or unsafe goods are returned, they must not exist.

From our research results, it is apparent that the baby products industry is one that is scarcely regulated. This is most apparent in manufacturers' responses to the question "Do you feel this industry is properly regulated?" The general response was indecisive. Most manufacturers responded that there are no regulations they must follow strictly, with the exceptions of flammability, labelling, and the Free Trade Agreement rules for importing and exporting. Simply put, it seems that no one is taking the lead and calling attention to other possible problem areas mentioned earlier, such as toxicity, irritability, constructional defects, and poor design. The apparent absence of problems does not rule out their

existence.

Conclusion

There is currently a lack of regulation in the baby textile product industry which could lead to the sale of dangerous articles if unscrupulous manufacturers begin to infiltrate the market. It appears that no one in the industry of baby products, specifically in the baby clothing and baby bedding areas, follows any particular set of regulations to the letter. Some regulations do exist, but they are inadequate and can be circumvented easily, with potentially fatal results. Manufacturers indicate their lack of awareness of the potential dangers and appear to be satisfied with the situation as it currently exists. This ignorance may be blissful to some, but the situation will certainly deteriorate, in terms of consumer safety, if no action is taken to increase regulations in the baby clothing and baby bedding industry.

We, as a society, must not wait for some injury to be incurred before regulating a specific area of industry. Regulations mean safety for consumers. Although perhaps they may mean inconvenience for manufacturers, if the regulations are reasonable, those who are truly concerned with the health and safety of the end users of their products should have no trouble adjusting.

It is not sufficient for the government and consumer protection groups to instigate changes in regulatory policies in their traditional, reactive method, after the harm has already been done. Canada now needs to take a pro-active strategy, and to look for potential problem areas before they cause actual tragedies.

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Current Literature

compiled by Sheri McBride

Family/Consumer Studies La Famille/Consommation et gestion

Evolution du réseau de soutien social lors d'une première naissance: comparaison entre des mères défavorisées et des mères de classe moyenne.

Seguin, L., Bouchard, C., St-Denis, M., Loiseleur, J. & Potvin, L. (1995). *Revue canadienne de santé publique/Canadian Journal of Public Health*, 86(6), 392-396.

Cet article décrit et compare le réseau de soutien social et son évolution pour deux groupes de mères primipares, les unes défavorisées ($n=87$), les autres favorisées ($n=44$), à la 30^e semaine de grossesse et à trois semaines après la naissance. L'ASSIS de Barrera a été utilisé pour mesurer le réseau de soutien social. Les résultats montrent que les mères défavorisées disposent durant la période périnatale d'un réseau de soutien social moins étendu que celui des mères plus favorisées. Bien qu'il n'y ait pas d'augmentation du nombre total de personnes qui les entourent après la naissance, les mères défavorisées rapportent une légère augmentation du nombre de personnes susceptibles de leur apporter certaines formes d'aide après l'arrivée du bébé. Chez les mères favorisées tous les indicateurs du réseau social demeurent stables entre la grossesse et le premier mois post-natal.

The social support networks of a group of low socioeconomic status (S.E.S.) mothers ($n=87$) and a group of higher S.E.S. mothers ($n=44$) are described and compared at the 30th week of pregnancy and at the third week after the birth of their first baby. The evolution of the support networks for these two groups of mothers during this period is also examined. A modified form of the ASSIS from Barrera has been used to measure the social support network. Results show that, during pregnancy, the social support network of low S.E.S. mothers is more restricted than that of higher S.E.S. mothers. Although the actual number of people around them after the birth of the baby did not increase, low-S.E.S. mothers said they felt a slight increase in the number of people available to give support in some way. They also reported that conflicts were more frequent with some of them. For higher S.E.S. mothers, all social network variables remained stable from pregnancy through the first postpartum month.

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Assessment: Practices and implications for home economics in higher education.

Giddings, V., Boles, J. & Cloud, R. (1996). *Family and Consumer Sciences Research Journal*, 24(3), 219-236. © 1995 by American Association of Family and Consumer Sciences.

Public demands for accountability in higher education have led to the development and use of multiple measures to evaluate student outcomes in a variety of disciplines. Home economics programs are among those involved in these initiatives. As the discipline moves forward in the face of declining enrollments and program elimination, assessment will be a valuable and necessary tool for identifying methods to improve program effectiveness. This article reviews the various assessment initiatives practised by institutions of higher education, provides examples that may be adopted by home economics programs, and also offers recommendations for establishing a unit-based assessment program.

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Adolescent depressed mood, reports of suicide attempts, and asking for help.

McDonald-Culp, A., Clyman, M. & Culp, R. (1995). *Adolescence*, 30(120), 827-838.

Subjects of this study were 220 students in the 6th through 12th grades. Results indicate that 57% of the students reported symptoms of depressed mood (CED-D); 33% had thoughts of suicide; and 6% had attempted suicide. Depressed mood scores were significantly different between those students who had attempted suicide and those who had not. Loneliness was identified as a problem among 66% of the students, along with school-related problems and not feeling good about oneself. Fifty percent of the middle school students and 40% of the high school students were unaware of services in their school. Among the students with symptoms of depressed mood, 49% did not ask for help. Of those who did not seek help, 68% believed they had to take care of their problems themselves. Adolescents who have symptoms of depressed mood and who believe they must take care of their own problems are over-represented among teenagers who think of attempting suicide.

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Preparing girls for menstruation: Recommendations from adolescent girls.

Koff, E. & Rierdan, J. (1995). *Adolescence*, 30(120), 795-812.

This study asked adolescent girls who had been menstruating for one to three years how they would prepare younger girls for the event, and how they would advise parents to prepare their daughters. To this end, 157 9th grade girls rated their own experience of menarche (in terms of preparation, initial response, parents' roles, and sources of information) and answered four open-ended questions. The girls emphasized the need for emotional support and assurance that menstruation was normal and healthy — not bad, frightening, or embarrassing. They stressed the pragmatics of menstrual hygiene and the subjective experience of menstruation (how it would actually feel), while downplaying

the biological aspects and the link between menstruation and self-definition as a woman. Most girls had talked about menstruation with their mothers, but few had discussed it with their fathers. They saw mothers as critically important but often unable to meet their needs. Many girls felt uncomfortable talking about menstruation with fathers, wanting them to be supportive but silent; others believed that fathers should be excluded completely. Responses suggested several ways early preparation could be revised, including a shift in focus from the biology of menstruation to the more personal, subjective and immediate aspects of the experience. Responses also supported a conceptualization of menstrual education as a long-term, continuous process, beginning well before menarche and continuing long after.

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Supplementary listing of articles:

Children's and adolescents' awareness of the physical and mental health risks associated with tattooing: A focus group study. (1995). Houghton, S., Durkin, K. & Carroll, A. *Adolescence*, 30(120), 971-983.

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The case of daughters-in-law and sons-in-law in the care of relatives with Alzheimer's disease. Globerman, J. (1996). *Family Relations*, 45(1), 37-45.

Female victims of spousal violence: Factors influencing their level of fearfulness. Skilken-Catell, B. & McKenry, P. (1996). *Family Relations*, 45(1), 96-106.

Clothing & Textiles/Textiles et habillement

Consumer responses to fashion advertisements using models in wheelchairs: Is there a relationship to consumers' optimum stimulation level?

Workman, J. & Freeburg, E. (1996). *Family and Consumer Sciences Research Journal*, 24(3), 237-253. © 1996 by American Association of Family and Consumer Sciences.

This study examines consumer responses to fashion advertisements using two advertising stimuli (model in wheelchair/lawn chair). Further, because models in wheelchairs are unusual stimuli, the effect of consumers' Optimum Stimulation Level (OSL) on responses to the advertising stimuli is explored. In an experiment using stimulus sampling, 101 working women viewed a fashion advertisement featuring 1 of 3 models in a wheelchair or a lawn chair and rated the likelihood that they would inquire about, would consider purchasing, and would actually purchase advertised items. There were no significant effects for OSL, social desirability, or individual models on consumer responses. Consumers were more likely to inquire about, more likely to consider purchasing, and more likely to actually purchase the clothing items presented by a model in a wheelchair. Results have implications for OSL theory, fashion marketers targeting working women, models in wheelchairs, and society as a whole.

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Relationship of locus of control orientation to clothing satisfaction and clothing importance of selected fifth-grade students at three achievement levels.

Etherton, P. & Workman, J. (1996). *Family and Consumer Sciences Research Journal*, 24(3), 293-313. © 1996 by American Association of Family and Consumer Sciences.

The purpose of this study is to determine if a relationship exists between locus of control and clothing satisfaction and clothing importance among 5th-grade boys and girls at 3 achievement levels. Locus of control refers to the expectancy that an outcome is influenced either by external factors (i.e., luck, chance, fate, or powerful others) or by internal factors (i.e., effort, skill, or ability). One accelerated, one special education, and three regular 5th grade classes were surveyed (44 girls; 62 boys) using the Clothing Deprivation Scale and Nowicki-Stickland Locus of Control Scale for Children. Overall, girls exhibited a greater external locus of control orientation than boys. Students of both sexes in the accelerated class had a greater internal locus of control orientation and perceived clothing to be of greater importance than students in the regular and special education classes. All students with an internal locus of control also indicated higher satisfaction with their clothing than students with an external locus of control orientation. The relationship between locus of control and clothing satisfaction and importance may be used to help students develop an internal locus of control, which has been found to be an adaptive orientation.

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Female collegiate basketball players' perceptions about their bodies, garment fit and uniform design preferences.

Feather, B., Ford, S. & Herr, D. (1996). *Clothing and Textiles Research Journal*, 14(1), 22-29.

Designing basketball uniforms for female athletes is a challenge for soft goods manufacturers. Data were collected from 503 female collegiate basketball players concerning body cathexis, body form, garment fit satisfaction, uniform design preferences and demographic characteristics. Of the three areas of the body (upper, lower and total), players indicated they were most dissatisfied with parts of the lower body. Being in uniform did improve their perception of their bodies. Satisfaction with garment fit parallels satisfaction/dissatisfaction with the body; the lower body area creates the greatest garment fit problems. The type of body form had a significant effect on both uniform fit satisfaction and uniform body cathexis. Fit satisfaction is the highest with the ectomorph body form. The differences were inverse: as the body increased in size, the lower the degree of satisfaction with garment fit and body. Uniform preferences for the jersey were a deep V-neckline, sleeveless, and hip length with straight hemline and side vents. For the shorts, a baggy style with side v-vents at the hem, and a 1 1/2 or 2 inch wide, elastic drawstring waistband were selected. Implications for soft goods manufacturers are discussed.

Reprinted with permission from *Clothing and Textiles Research Journal*.

Supplementary listing of articles:

Development and evaluation of a prototype athletic girdle. Walde-Armstrong, K., Branson, D. & Fair, J. (1996). *Clothing and Textiles Research Journal*, 14(1), 73-80.

Measurement of pore characteristics in non-woven fabrics using image analysis. Xu, Bugao. (1996). *Clothing and Textiles Research Journal*, 14(10), 81-88.

Foods and Nutrition/Alimentation et nutrition

Zinc supplementation reduces the incidence of persistent diarrhea and dysentery among low socio-economic children in India.

Sazawal, S., Black, R., Bhan, M., Jalla, S., Bhandari, N., Sinha, A. & Majumdar, S. (1996). *Journal of Nutrition*, 126(2), 443-450.

Persistent diarrhea (PD) and dysentery (DD) account for most diarrhea-associated deaths among children in developing countries. Zinc deficiency can cause stunting and impaired immune function, both of which are risk factors for these diarrheal illnesses. We investigated the effect of zinc supplementation on the incidence of PD and DD in a community-based, double-blind randomized trial in children 6-35 mo of age. Increase over baseline in plasma zinc concentrations in the supplemented group compared with a control group (3.61 vs. 0.009 mol/L) indicated successful supplementation. The overall reductions in the zinc supplemented group of 21% in the incidence of PD (95% CI - 6 to 42%) and 14% in the coincidence of dysentery (95% CI - 15 to 36%) were not significant. There was a significant interaction of treatment effect with baseline plasma zinc concentration and age for PD and with gender for DD. In the zinc-supplemented group compared with the control group, the incidence of PD was reduced by 73% ($P < 0.05$; 95% CI 34 to 91%) in children with a baseline zinc < 7.65 mol/L and by 49% ($P < 0.05$; 95% CI 24 to 66%) in children > 11 mo of age. Zinc supplementation resulted in a 38% ($P < 0.05$; 95% CI 8 to 59%) reduction in the incidence of DD in boys. There was no effect on PD among children 6-11 mo old or on DD in girls. In conclusion, zinc supplementation had a significant impact on the incidence of persistent diarrhea in children > 1 y old and in children with low plasma zinc, as well as on dysentery in boys. These findings may have important implications for reducing diarrhea-related morbidity and mortality.

Reprinted by permission of American Institute of Nutrition.

Clinical parameters and dietary intake of midwestern adolescent females.

McCleary, V., Toma, R. & Williams, J. (1995). *Adolescence*, 30(120), 881-890.

The purpose of this study was to investigate the correlation between assessed clinical parameters and dietary intake of adolescent females in the midwest of the United States. A total of 60 subjects participated in the study over a period of four months. Several laboratory tests along with 24-hour dietary recall were statistically analysed. Results showed that one third of the outpatient group had serum albumin below normal range and were of marginal health status. Also, several parameters (wt., MAC, FSF, MAMA) correlated with anthropometric measurements. Other factors: Hgb, Hct, and TLC correlated with protein intake.

Reprinted with permission from *Adolescence*.

Dietary patterns leading to high fat intake.

Nolan, C., Gray-Donald, K., Shatenstein, B. & O'Loughlin, J. (1995). *Canadian Journal of Public Health*, 86(6), 389-423.

National nutrition guidelines recommend reduction of fat intake to lower the risk of hypercholesterolemia. Information regarding the ways in which foods are combined or patterns of eating could facilitate a greater understanding of dietary changes that need emphasis in health programs. In order to characterize food patterns in the population, principal components analysis, a statistical method that groups together correlated items to form a few conceptually meaningful groups, has been used. This technique can be applied to dietary data obtained by food records, recalls, diet history or frequency questionnaires. This paper presents the food patterns in a representative sample of Montreal adults, and the relationship of these patterns to a high fat intake. Socio-demographic predictors of high fat diets are also described.

Reprinted with permission from *Canadian Journal of Public Health*.

The relationship of dieting to weight in adolescents.

Emmons, L. (1996). *Adolescence*, 31(121), 167-178.

Using a sample of 1,269 high school students, black and white, male and female, this study compared the actual and preferred weights of dieters and nondieters and examined the relationship of increasing weight to preferred weight and the decision to diet. Seventy-two percent of the enrolled students in ten schools of a large metropolitan area participated in the study by completing a self-administered questionnaire designed for the research. The mean age was 17.5 \pm 0.6 years. To be identified as a dieter a student had to report having lost five or more pounds through dieting. Nearly half of the black and white males, two thirds of the black females, and three quarters of the white females met this criterion. Although mean heights for dieters and nondieters did not differ significantly in each race-sex group, dieters weighed at least 14 pounds more than nondieters. While dieters set higher preferred weights for themselves as their own weight increased, white male and female dieters preferred to weigh about 11 pounds less than black male and female dieters, respectively. The majority of dieters were not overweight; some were even underweight. This study documents the need for effective nutrition and exercise programs in the schools to help students accept and achieve reasonable weights.

Reprinted with permission from *Adolescence*.

Supplementary listing of articles

New developments in nutrition education using computer technology.

Kolasa, K. & Miller, M. (1996). *Journal of Nutrition Education*, 28(1), 7-14.

Safe food handling for occasional quantity cooks curriculum.

Medeiros, L., George, R., Bruns, K., Chandler, C., Crusey, S., Fittro, J., Hill, M., Jess, M., Miller, C., Reid, J. & Welker, E. (1996). *Journal of Nutrition Education* 28(1), 39-43.

Determinants of intention to adopt a low-fat diet in men 30 to 60 years old: implications for heart health promotion.

Nguyen, M., Otis, J. & Potvin, L. (1996). *American Journal of Health Promotion*, 10(3), 201-207.

Nutrient and food intake in obese women on a low-fat or low-calorie diet.

Shah, M., Baxter, J., McGovern, P. & Garg, A. (1996). *American Journal of Health Promotion*, 10(3), 179-182.

New Developments...

compiled by Nancy E. Reddin

... In Products

New Use for Vegetable Oils?

One solution to the problem of drinking water that contains excessive nitrates may come from vegetable oils. The contamination of ground water by too much nitrogen fertilizer use, excessive irrigation, and the mishandling of cattle manure is common in many areas. United States Department of Agriculture scientists have found that, in the laboratory, vegetable oils injected into columns of packed soil become trapped among the soil particles. Micro-organisms occurring naturally in the soil are then able to use the vegetable oil and convert the harmful nitrate into harmless nitrogen gas. Estimates are that one and a half quarts of vegetable oil could help remove 10 parts per million of nitrate from about 10,000 gallons of contaminated water.

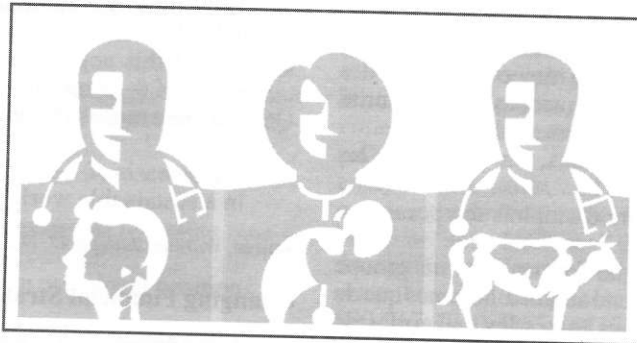
Source: *Flax Focus* 9(1), Winter 1996.

New Clothing Sizing System

At Cornell University, a sizing system is being developed that would more accurately fit the North American population than traditional systems. Current systems of size were derived from studies of body types of women in the 1940s and assumed that the taller a person is, the wider she is. The enormous variation in body proportions, the lack of correlation between height, width, and being short-waisted or long-legged, changes in body types because of improved nutrition, modern foundation garments, ethnic diversity, and aging—these factors all result in today's sizes failing to properly fit many people.

The new system being developed uses statistical models to group individuals with closely related measurements into size clusters. The system uses a sample of measurements from women in the U.S. Army with a wide range of body types. A clustered-sizing model has been developed for a woman's dress shirt and accommodates 15 variables. Production of a set of garments using the new system is the next phase of the research.

Source: *Human Ecology News*, Winter 1996, p. 4.



... In Trends

Meat, Poultry and the Consumer Grocery Dollar

According to Statistics Canada's *Expenditure Survey*, in 1992 Canadians, on average, spent \$370 annually for fresh and/or frozen and processed

meat and poultry products in grocery stores. Meat and poultry were thus the largest single component of the food budget, accounting for 23.6% of every dollar spent. However, this expenditure level is down from the 28.8% recorded 10 years earlier.

Fresh beef remained the most popular meat in 1992 (about one-third in the form of ground beef) accounting for 35.1% of every meat dollar spent. All processed meats, notably pork-based products such as ham and bacon, accounted for 28.9% of the meat dollar, followed by poultry, primarily chicken, at 20.1%, fresh pork at 10.7%, and other fresh and/or frozen meats (lamb, veal, etc.) at 5.2%.

Source: *Meat Probe* 12(1), Winter 1994 (issued Dec. 1995), p. 2.

Factors Affecting Meat and Poultry Consumption

• Socio-Economic Changes

For the meat industry, the most significant socio-economic change that has taken place in Canada is the increased number of women in the workplace. While this change has generally resulted in higher incomes for dual-income families, it has also put pressure on the time available for meal preparation; thus, the increasing demand for prepared and partially prepared convenience foods, cuts that are quick to prepare, and meat-based meals that are fresh or frozen and microwave-ready.

• Changing Eating Habits

The quickening pace of society has changed Canadian eating habits — fewer families are sitting down to eat the traditional three meals a day. Instead, individual family members (even children) are likely to be responsible for choosing what they consume and when. Meals purchased from foodservice establishments or from grocery stores in single-serving-sized packages microwaved at home are becoming increasingly popular; grazing is replacing the sit-down family meal. As of 1994, 81% of all Canadian house-

holds had at least one microwave oven.

Source: *Meat Probe* 12(1), Winter 1994 (issued Dec. 1995), p.2.

Les emplois temporaires en hausse au Canada

Un Canadien sur dix occupe un emploi temporaire et la plupart d'entre eux ne gagnent pas ainsi leur vie par choix. Deux Canadiens sur trois préféreraient un emploi permanent.

Ces conclusions, qui ont des conséquences majeures pour les familles canadiennes, font partie d'une étude nouvellement publiée par le Conseil canadien de développement social (CCDS) intitulée *Temporary Employment in Canada: Profiles, Partners and Policy Considerations*. Le rapport fournit des informations détaillées sur la situation du marché du travail et les gens qui y sont touchés, mais il comporte plus que des statistiques. Grant Schellenberg et Christopher Clark, auteurs de ce rapport, traitent des causes du changement, de ses conséquences sur la sécurité familiale et sur la politique gouvernementale.

Parmi les principales conclusions, on peut citer les points suivants

- Entre 1989 et 1994, le nombre d'emplois temporaires a augmenté de 21 p. 100.
- Les travailleurs temporaires ne forment pas un groupe homogène. Ce groupe comprend autant d'hommes que de femmes qui se retrouvent dans toutes les catégories de postes.
- Une part disproportionnée de travailleurs temporaires sont jeunes (15 à 24 ans).
- Le salaire des travailleurs temporaires est plus de 2 \$ de moins en moyenne l'heure que celui des travailleurs permanents occupant des postes similaires.
- Une large proportion de travailleurs passent d'un emploi temporaire à un autre ou quittent la population active.

Les auteurs concluent que l'emploi temporaire dans certaines de ces formes actuelles nuit à la sécurité économique des familles canadiennes. Pour bon nombre de travailleurs, les emplois temporaires sont synonymes de bas salaires, d'avantages sociaux limités et d'un attachement précaire au marché du travail. Ils proposent une vaste gamme d'initiatives en matière de politiques pour régler ces problèmes. On peut se procurer cette étude de 47 pages auprès du Service des publications du CCDS, (613)236-8977, poste 225, fax (613)236-2750.

Réimprimé de: *Transition*, Mars 1996, p. 3.

... In Ideas

Sustainability and Consumption

A fundamental change in approach to the production of consumer goods is occurring, as consumers become increasingly aware of the environmental impact we all have. Long term solutions include changes in design and substitution of components which simplify dismantling, upgrading, and recycling, as well as reduce total resource use.

The effect of social changes is very important but not always recognized. For example, fifty years ago, clothing wasn't washed after being worn for only one day; washing was hard physical labour, hot water wasn't as freely available, and the fabrics did not easily wash and dry. Today's

new "clean" habits have created environmental burdens: raw materials used in washing machines; use of energy, water, and detergents; and increased wear on the clothes themselves. A public education campaign in Denmark helped 450,000 Danes reduce their consumption of one of these burdens, the amount of detergent used.

A report from the US consulting firm, SustainAbility Ltd., looking at the way consumers are led into the purchase and consumption of unnecessary items, asks the question "who needs it?" and proposes a "Need Test":

Who needs Product X?

Q1. What is the primary function of X?

Q2. What other benefits does X offer?

Q3. Is there likely to be a long-term demand for X's primary function?

Q4. How does the value:impact assessment for X look today?

Q5. Would this approach be sustainable in an equitable world of 8-10 million people?

Q6. Are there more sustainable ways of providing the same function?

Q7. On the basis of 1-6 above, what are the prospects of X in a sustainable world?

Source: *Warmer Bulletin* 47, Nov. 1995, p. 20-21.

Changing Financial Strategies

Strategies for earning a better salary — finding a better-paying job, getting more education or training, taking a second job — no longer guarantee job security or a good income in the economically-turbulent 1990s. It now takes two workers to support a lifestyle that only required one worker twenty years ago, and the old techniques no longer work, according to Jeanne Hogarth of Cornell University. Income gaps used to occur in separate fields and jobs — for example, professionals used to count on earning more than service workers and certain professions used to earn more than others — but this is no longer the case. As well, people who switch jobs are now as likely to take pay cuts as move into higher pay. These changes are the result of downsizing, international competition, economic slowdowns, stagnant wages, lay-offs, and reduced working hours. There is not much people can do today to improve their financial situation, but her advice is to try to get more from the income they do have.

The stress of financial worries is further compounded by the increasing pressure on families to keep up with technological progress, progress that costs money. James Garbarino, director of the Family Life Development Center at Cornell, says, "Now, most families depend on the cash economy for meeting almost all their needs, and children are increasingly an economic burden — directly because of what it costs to raise them and indirectly because of what they cost in lost parental income." Garbarino sees a renewed connection to the communities in which families live as essential for family strengthening: "Child raising, by design or default, is always a community activity. [Children] need community rituals that help them realize that life is more than getting and spending."

Source: *Human Ecology Forum* 23(4), Fall 1995, p. 3-4.

Recycling at Public Events

Large quantities of waste, with a high proportion of food and drink containers and paper leaflets and programs, are generated at public events such as festivals, carnivals, and sporting events. Various European communities have developed ways of minimizing waste at these events. Cup Concept is a German company that specializes in providing lightweight, returnable plastic cups, plates, and cutlery which it delivers to the event and collects. The dishes are washed at centralized points in industrial dishwashers that are designed to use low levels of detergent and otherwise minimize environmental impact. German municipalities have a municipal packaging tax on non-reusable packaging and cutlery which applies not only to organizers of special events but also to fast food chains and institutions, such as hospitals and residential homes.

Other communities elsewhere have developed well-organized methods of separating the metal, glass, paper, and organic waste fractions for recycling. Suggestions for recycling at public events include:

- Check with the caterers to see what wastes will likely be created;
- Include a litter container alongside the recycling bins—this helps keep the recyclables clean;
- Make sure collection bins are in prominent positions and well marked;
- Make sure the containers are easily accessible for regular emptying during the event.

Source: *Warmer Bulletin* 47, Nov. 1995, p.18-19.

... In Resources

Welfare Incomes

The National Council of Welfare has released its seventh report on the topic of welfare incomes. *Welfare Incomes 1994*, Cat. No. H68-27/1994 E or F, estimates welfare incomes for the year 1994 for four types of households in all the provinces and territories. (*Aussi disponible en français*). As in previous years, welfare incomes in all parts of Canada fall well below the poverty line and represent only a small fraction of average incomes. The report includes explanation of the eligibility criteria, rates of assistance, special considerations, treatment of tax credits, and adequacy of benefits.

Contact: National Council of Welfare, 2nd Floor, 1010 Somerset Street West, Ottawa, Ontario K1A 0J9; phone:(613)957-2961.

Social Justice and Human Rights

The National Film Board of Canada has a new collection of over 40 recent films on topics of social justice and human rights. Cost is \$26.95 each, volume discount available for multiple purchases.

Contact: Leila Maishy, National Film Board Montreal; phone:(514)283-7945 or 1-800-267-7710.

Disciplining Children

Parents wonder about physical punishment for their children. A brochure "Spanking: Should I or Shouldn't I?" helps parents make an informed decision by summarizing what is known about spanking.

Contact: Dr. Joan Durrant, Department of Family Studies, Faculty of Human Ecology, University of Manitoba, Winnipeg, Manitoba R3T 2N2.

Media Messages: about Violence

A six-part series of videos, "Mixed Messages: Countering Violent Portrayals of Women in the Media," invites readers to take a critical look at a wide range of media examples, from television to video games. A study guide is included.

Contact: Saskatchewan Women's Secretariat, 1914 Hamilton Street, Regina, Saskatchewan S4P 4V4.

Collective Kitchens

Stir It Up, directed by Lorna Thomas and produced by Theresa Wynnnyk for the NFB's Northwest Centre, is a documentary about collective kitchens, intended as a resource for workers in public health, social assistance, community development and church programs. Focusing on a collective kitchen in Edmonton, *Stir It Up* shows how people have come together there and elsewhere to pool energy, time, skills, and money to produce healthy, inexpensive meals for themselves and their families. Not food banks or "soup kitchens," these collective kitchens nurture the spirit as well as the body by reinforcing confidence and pride through healthy social action. 24 min. 16 sec. NFB, 1-800-267-7710. Order #113C9194030.

Reprinted from *Transition*, December 1995, p. 3.

Neutraceuticals/Functional Foods

Home Economist Carol T. Culhane of Food Focus, Toronto, has compiled an overview for Agriculture and Agri-Food Canada of foods with demonstrated health benefits. These foods, which have been described as "functional foods" or "neutraceuticals", include 65 items: from the vegetable kingdom — herbs, fibres, phytochemicals, plant oils, phenolics, and proteins; from the animal kingdom — milk ingredients, shark cartilage, rooster comb, seal pigment, designer eggs, and fish oils. Her survey report, *Neutraceuticals/Functional Foods: An Exploratory Study of Canada's Potential*, describes the opportunities, dilemmas, scientific discord, and marketing challenges associated with this special food category. It is available on the Internet at <http://foodnet.fic.ca> or in hard copy.

Contact: Agriculture and Agri-Food Canada, phone:(613)759-7551.

Canadians' Attitudes to Grocery Shopping

The 1995 survey report, *The Canadian Grocery Shopper - The Tenth Wave*, has been released. The survey identified nutrition as an area of growing concern to consumers. The study also noted that the same amount of money is being spent in a larger number and variety of stores and that there is a growing proportion of shoppers over 65 years of age who see themselves as active, vital, and healthy.

Contact: Grocery Products Manufacturers of Canada, phone:(416)510-8024.

Food Technology Videos

Three new videos for grades 7-12 are available from Classroom Video of Burnaby, B.C., at a unit price of \$69 plus postage and handling. Titles are: *Inside a Meat Processing*

Plant; Flour, Bread, and Baking; and Cookies and Crackers; length is 20-25 minutes.

Contact: Classroom Video, phone: 1-800-665-4121; fax: 1-800-665-2909.

Food Biotechnology

A group of dietitians who specialize in food biotechnology have created a national network to contribute the dietitian's perspective on biotechnology and the Canadian food supply. They will provide information to other health professionals by supplying resources or guest speakers.

Contact: Lois Ferguson, phone: (416) 203-9775 or Milly Ryan Harshman, phone: (905) 728-8875.

Child Poverty

The Canadian Council on Social Development has several resources on the topic of child poverty. A chartbook, "Child Poverty: What are the Consequences?" uses graphs, charts, and explanatory text to illustrate what we know about the links between family income and healthy child development in Canada and also examines how Canada compares with other countries. Cost for this 35-page booklet is \$6.00.

"The Progress of Canada's Children" is a new project with support from the Laidlaw Foundation; it will publish a yearly progress report to track the well-being of Canada's children, youth, and families using a set of environments (or input) indicators, such as family care, economic security, and community resources, and progression (or output) indicators such as health status, skill development, and academic performance. A brochure describing the project is available from the Council.

The 1995 "Report Card: Child Poverty in Canada" is prepared by the Council in consultation with Campaign 2000 and includes graphs, myths, and answers to six questions regarding progress to "achieving the goal of eliminating poverty among Canadian children by the year 2000." Cost is free for 1-15 copies; \$5.00 for 16-30 copies, etc.

Contact: Canadian Council on Social Development, 441 MacLaren, 4th Floor, Ottawa, Ontario K2P 2H3; phone: (613) 236-8977; fax: (613) 236-2750; E-mail: council@achilles.net; Internet: <http://www.achilles.net/~council/>

The Recycled House

By the year 2000 in Denmark, 60% of construction and demolition materials must be recycled. A demonstration of how to do this has been captured on video. An old condemned house in Odense was demolished and 75% of the wood, 80% of the slate, and 50% of the tiles were re-used in construction of a "recycled" house on an adjacent site. Problems faced by the workers and their solutions and successes are described in the video which has an English or Danish soundtrack and costs Dkr 450 (including shipping and handling).

Contact: Wessing Film & TV, Absalonsgade 13, DK-5000 Odense C, Denmark; phone: (Intl + 45) 66 17 77 17; fax: (Intl + 45) 66 17 97 17.

International Environmental Magazine

The World Resource Foundation, a registered British charity, aims to act as a two-way information catalyst and to focus worldwide attention on the resource value of household waste, both as materials and as energy. It publishes a free quarterly newsmagazine, *Warmer Bulletin* and information sheets on topics such as hazardous household waste

and textile reclamation.

Contact: The World Resource Foundation, Bridge House, High Street, Tonbridge, Kent, TN9 1DP, UK; phone: (011 + 44) (0) 1732 368333; fax: (011 + 44) (0) 1732 368337; E-mail: Sdixon@wrinfo.demon.co.uk

Danger to Children from Cords

Young children can strangle on window blind and curtain cords which are close to their cribs or furniture that they climb on. The Product Safety Bureau of Health Canada has produced a free 8 1/2" x 11" bilingual poster which explains how to prevent this tragedy.

Contact: Product Safety Bureaus in 13 cities across Canada.

Faire passer notre message

Cette trousse est une ressource utile pour ceux qui travaillent en faveur de la justice sociale. On y trouve des renseignements pratiques sur des manières efficaces de communiquer certains sujets au grand public. Cette trousse de ressources en langage simple explique comment traiter avec les médias, organiser des campagnes de sensibilisation, écrire efficacement des lettres à l'éditeur, parler en public, créer des annonces de service public et organiser des événements spéciaux. Elle contient aussi des exemples de campagnes qui ont bien marché et des outils pratiques comme des listes à cocher, des exemples de communiqués de presse et un index de vidéos, de ressources et d'agences de médias. Disponible en français ou en anglais pour 25 \$ au : YWCA du Canada, Community Action on Violence Against Women, 80 Gerrard Street, Toronto, Ontario M5B 1G6; Tél.: (416) 593-9886, fax: (416) 971-8084.

Réimprimé de: *Vis-à-vis-CCDS*, 13(1), Hiver 1995/96, p. 16.

De l'obscurité à la lumière : Retrouvons notre esprit communautaire

Sous format d'instrument de travail, cette trousse contient des outils pour animer des ateliers d'entraide et de sensibilisation sur la violence familiale et la santé des familles. Conçue pour répondre aux besoins de la population du Nord, la trousse a été soigneusement élaborée en consultation avec les communautés des Territoires. Elle contient sept cahiers dont un guide de l'animateur et six cahiers d'activités d'atelier. Le guide de l'animateur contient des renseignements pratiques sur la façon de préparer un atelier, la dynamique de groupe, les défis à l'intérieur du groupe et des instruments de travail pour conduire un atelier. Les cahiers d'activités traitent de la violence conjugale, de l'abus sexuel des enfants, de l'agression sexuelle, des compétences parentales, des relations saines et des groupes d'aide aux hommes violents. Chaque cahier donne une information générale sur le sujet traité, des exemples de programmes et d'activités d'atelier, des fiches à distribuer et des ressources. La trousse est disponible en français, inuktitut et anglais, gratuitement pour les organismes à but non lucratif des Territoires. En dehors des Territoires, nous apprécierions une donation de 40 \$ pour les frais de réimpression. Contacter : The Status of Women Council of NWT, B.P. 1320, Yellowknife (N-W-T) X1A 2L9; Tél.: (403) 920-6177, fax: (403) 873-0285.

Réimprimé de: *Vis-à-vis-CCDS*, 13(1), Hiver 1995/96, p. 16.

Book Reviews

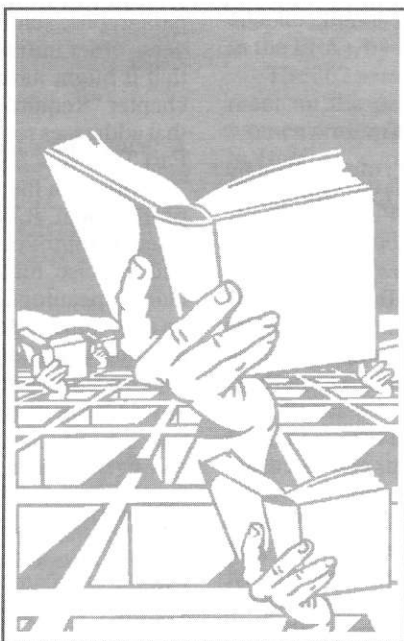
compiled by *Debbie MacLellan*

Balancing Act: A Canadian Woman's Financial Survival Guide (2nd ed.) by Joanne Thomas-Yaccato. (1996). Scarborough, Ontario: Prentice Hall Canada Inc., 362 pages. \$17.95 (softcover). ISBN 0-13-399627-1.

Historically, the financial services industry has ignored women. Joanne Thomas-Yaccato provides the advice they need. *Balancing Act: A Canadian Woman's Financial Survival Guide* is the true story of one woman's self-deprecating, often funny but sobering, journey into the intimidating world of personal finance and the lessons she learned. Thomas-Yaccato has the knack of presenting the advice women need with fervour and humour. The book follows Thomas-Yaccato's journey from reckless spending to self-awareness. Today she is the president of Women and Money Inc., a company specializing in education and research in the area of women and finance. She lectures nationally on financial issues. Her company offers investing and financial planning courses for women and educates financial institutions about the women's market.

A lot of financial information makes very unfriendly reading. Many financial books are written by male accountants and lawyers for male readers. Women do not figure prominently except as deductions. The personal finance environment can be dull and technical. It is not in the realm of thinking of many women. True, women are generally very good money managers. They are good at budgeting and comparison shopping and making the dollars stretch further than men do. Where they lag behind men is in long-term financial planning and investing. Not that all men are financial whizzes, but those that are not do not frequently admit their lack of knowledge. Women know what they don't know and are ready to admit this. Thomas-Yaccato provides the tools — from the beginning to the most complex of personal financial planning — enabling women to make solid financial decisions based on the realities of their lives. Each chapter begins with an icon, an illustration of a woman balancing a home, a family, RRSP, piggy bank and car, as well as a quote, usually from a well-known personality.

This very readable, invaluable guide is intended for every woman struggling with her personal financial planning. Included is an extensive table of contents, index, and general resource directory including financial associations, Canadian Stock exchanges, credit associations, women's associations, insurance associations, legal affairs associations, real estate associations, and business associations. In this revised edition of the book, Thomas-Yaccato has also included a set of twelve comparison tables, about sixteen



cartoon-style illustrations, a list of six to eight cyberspace resources and a list of the sources for the references quoted in the book. My one criticism of the book is that of all the listings of associations, only three are west of Ontario, and they are in Winnipeg or Vancouver.

For easy, enjoyable reading and for a complete "how-to" of financial planning for women, from beginning to end, *Balancing Act* "can't be beat."

Reviewed by:

Lillian McConnell, BHSc
Regina, Saskatchewan

Heinerman's Encyclopedia of Fruits, Vegetables and Herbs by John Heinerman. (1988). New York: Parker Publishing Company, 389 pages. ISBN 0-12-385840-5.

More and more, society is looking for alternatives to modern medicine.

Heinerman's Encyclopedia of Fruits, Vegetables and Herbs provides a vast number of self-help remedies for a wide range of health-related problems from curing a cold sore to aids in the treatment of cancer. It also includes beauty aids and health-promoting recipes.

The book is written in a readable, friendly style, almost as if the author is having a conversation with the reader. It appears to be written for the layperson, although the technical jargon in some instances is more suited for the professional. Few tables are included, and pictures or illustrations are not provided. Some of the remedies are described in anecdotal form for the interest of the reader, while others are recommended for use. Both preventative and curative remedies are provided. It is stressed that medical advice should be obtained when confronted with any serious health-related conditions.

In researching this book, the author completed an extensive review of the literature, limited only by the fact that it was published in 1988. Many common and some not-so-common fruits, vegetables, and herbs are recommended for use in the remedies. The directions for the remedies themselves are, for the most part, clear and easy to follow. For quick reference, however, it would be better to highlight the instructions or copy your favourite remedies on the blank pages provided at the back of the book.

I liked the manner in which this reference book is set up. It consists of an alphabetical listing of all fruits, vegetables, and herbs. A brief description of each entry is provided, followed by one or more remedies, each being subtitled for easy reference. A comprehensive list of all ailments, alphabetized and cross-referenced with similar ailments, takes the place of the usual table of contents. An appendix indicates the addresses where various herbal products, cook-books, and other books mentioned throughout the book can

be purchased and gives sources of miscellaneous information. Even the index is useful as a reference tool. Names of ailments are followed by a listing of products used in remedies with the page number on which information about the remedy can be found.

This is not a book to be read from cover to cover unless you have a keen interest in the field, but it certainly makes an excellent reference for both the layman and the professional.

Reviewed by:

Leah Boulet, PHEC
St-Georges, Manitoba

Effective Writing: A Guide for Health Professionals by Louise Bell. (1995). Toronto: Copp Clark Ltd., 400 pages (softcover). ISBN 0-7730-5419-7.

Effective Writing: A Guide for Health Professionals explains how to write clearly and effectively for publications concerned with health research, health care, and health promotion. Despite the specific focus identified by the text's title, Louise Bell takes a broad approach to her text which makes it of value to a variety of professionals. She outlines how to choose the correct style and format in order to suit the article's purpose and readership, and to ensure clarity in writing.

The book is divided into four main parts. Parts One and Two look at the general process of writing effectively. Bell takes us through the critical steps required to write clearly, beginning with identification of the document's purpose and its intended reader. The importance of using outlines is emphasized, and the author provides a number of strategies for preparing them. In addition, common writing problems for authors and possible solutions are examined.

Part Three focuses specifically on the problems of writing for health professionals. Bell reviews the contents of a research paper (introduction, methods, results, and discussion and conclusions) and provides well written examples of each. She also includes guidelines on content and style when writing other than research articles, such as review articles, book reviews, and newsletters. Specific guidelines for labelling tables and figures, referencing, and working with editors and publishers are included.

Part Four is devoted to writing for non-health-related audiences. Bell feels that health education must be made accessible to the general public and encourages authors to consider this purpose when writing. To this end, Part Four addresses topics such as the principles of adult education, literacy, readability, promoting clear language, ethnicity, and mass communications. Bell states that writing is effective in communicating ideas only when the content, style, and layout are designed for the intended reader.

Effective Writing was written not only for continued use by health professionals, but also for quick reference by those in other areas of work. The book met this dual purpose by including a detailed description of style and content for authors, and by including a number of learning aids; for example, an index at the end of the book and definitions at the end of each chapter. Each chapter contains a section, referred to as "fast track," which provides a summary of all the main points addressed in the chapter. Marginal notations are provided beside paragraphs to summarize the main idea presented within the paragraphs. Point form and numbering are used in certain areas which assist in speed reading. The author also offers rules to help the reader remember certain

ideas. These "rules" are identified in the text for easy recognition through shaded print. Information is cross-referenced with chapter and page number given for the other section(s) referred to.

Overall, the book is excellent. However, the sequence of some of the information seemed irregular. The author discusses the process of writing in reverse order to the normal procedure, i.e., beginning with the whole document, then paragraphs, sentences, and finally words. I found this reverse order initially confusing. In addition, it seemed to me that it might have been more helpful to have included the chapter "Requirements of Scientific Writing" in the section that addresses research papers and referencing rather than in Part Two which is a general discussion of writing style.

Although the book was written primarily for the health professional, it is a wonderful resource for all those interested in improving their writing. The text is written in a clear and concise manner with extensive use of examples to clarify meanings. The author presents the task of writing as an enjoyable experience instead of a threatening one. Reading this book has helped remove many of my fears and misconceptions about writing. Bell is a motivational author whose book truly moves you to start writing.

Reviewed by:

Barbara Matheson, Student
Department of Home Economics
University of Prince Edward Island
Charlottetown, Prince Edward Island

Healthy Pleasures: Great Tastes from Canadian Dietitians and Chefs by The Canadian Dietetic Association in collaboration with the Canadian Federation of Chefs and Cooks. (1995). Toronto: MacMillan Canada, 250 pages. \$22.95 (paperback). ISBN 0-7715-7362-6.

This cookbook begins with the question, "Can great taste and nutrition go hand in hand?" The answer is obviously a resounding "Yes!" The book evolved from the 1995 Canadian Dietetic Association Nutrition Month campaign, the theme of which was "Celebrating the Pleasures of Healthy Eating." The partnering between dietitians and the Canadian Federation of Chefs and Cooks, at that time to produce a pamphlet for Nutrition Month, continued on to involve 75 teams each consisting of a dietitian and a chef to develop these recipes that "transform standard fare into healthy, delicious recipes that span every component of a meal."

The book is organized into sections which follow a meal from appetizers, through soup, salad, vegetable side dishes (including a chapter on meatless meals), and finishing with desserts. The pictures throughout the book are superb and add greatly to its overall appeal. Information provided in the sidebars and given in the notes at the bottom of some recipes is both interesting and informative. The recipe notes include a nutritional analysis showing the calories or energy value of a serving of the prepared dish as well as its protein, fat, carbohydrate, and fibre content. Recipes are well laid out, using both metric and imperial measures, and easy to follow and, in most cases, the ingredients can be found anywhere in Canada. (If I could find them in P.E.I., you should be able to find them anywhere!)

The most interesting part of this cookbook is the variety of innovative combinations of ingredients used. This is not a cookbook for the timid cook but rather for someone who likes to experiment. However, the recipes' instructions are clear enough for even the novice cook. I would recommend

this cookbook to the interested cook and to the health care professional advising clients about healthy lifestyles.

Reviewed by:

Kathleen S. Denman, BSc, BEd, RD
Dietitian, Wedgewood Manor
Summerside, Prince Edward Island

Strategies for the Year 2000: A Woman's Handbook by Deborah Stienstra and Barbara Roberts. (1995). Halifax: Fernwood Publishing, 124 pages. \$11.95 (softcover). ISBN 1-895686-55-5.

Take Action for Equality, Development and Peace: A Canadian Follow-up Guide to Beijing '95 by Canadian Beijing Facilitating Committee (coordinator). (1996). Ottawa: Canadian Research Institute for the Advancement of Women, 184 pages. \$12.00 (softcover). ISBN 0-919653-41-3. (Aussi disponible en français)

These two books have a similar purpose — to help organizations concerned with the well-being of women and girls raise their voices and take action to assure that governments bring about the changes they have promised in three UN documents. *Strategies for the Year 2000* tackles the first two: CEDAW (*Convention on the Elimination of All Forms of Discrimination Against Women*, 1979) and the FLS (*Forward Looking Strategies for the Advancement of Women by the Year 2000*, Nairobi, 1985). CEDAW, ratified by Canada in 1981, has the standing of international human rights legislation. The FLS in its 372 paragraphs sets out strategies for governments to pursue to further women's equality. Governments are required to report progress on their action with respect to these two documents. The third document is the *Platform for Action* (PFA) adopted by the Fourth UN World Conference on Women (Beijing, 1995). Its analysis forms the subject matter of *Take Action*.

Strategies thus deals with the forerunners and foundations of the PFA. Authors Roberts and Stienstra report on research commissioned by the Canadian Advisory Council on the Status of Women to review and assess "how much Canadian governments have done to fulfill their seven years of FLS and eleven years of CEDAW obligations for key women's equality issues." "The news was dismal," say these authors. Women from national organizations were then asked to submit their views and select crucial issues. Themes from the issues identified (from four to eight for each issue) were compared to sections and paragraphs of CEDAW and FLS and recommendations for action were made. Roberts and Stienstra were responsible for planning, development, and direction of the project, the final analysis, and the writing.

For *Take Action*, Canadian women's groups were identified by the Canadian Beijing Facilitating Committee in response to their call for Focus Groups to analyze the issues of the PFA and encourage follow-up after Beijing '95. The 12 chapters, each dealing with five themes selected from one issue of the PFA, were written by representatives of the following organizations: Canadian Voice of Women for Peace (VOW); National Association of Women and the Law (NAWL); Women's Health in Women's Hands Community Health Centre; Newfoundland/Beijing Committee (Newfoundland Advisory Committee on the Status of Women) and YWCA of/du Canada; Women for Equality (Manitoba Action Committee on the Status of Women) and

Kawartha World Issues Centre; National Action Committee on the Status of Women; Canadian Congress for Learning Opportunities for Women and Le Réseau national d'action éducation femmes; Canadian Federation of University Women; MediaWatch; Women for a Just and Healthy Planet; CRIAW (Canadian Research Institute for the Advancement of Women) Nova Scotia. In addition, an Introduction was written by Muriel Smith and the concluding chapter, Funds and Resources ("Financial Arrangements" in the PFA), by Deborah Stienstra, co-author of *Strategies*.

The 362 paragraphs of the PFA set forth a moral commitment on the part of the participating states. The 30,000 women present at their separate NGO Women's Conference in Huairou, some 60 km distant from Beijing, pushed for changes to the document and made a significant impact on its final form. Muriel Smith, referring to the PFA in her excellent introduction to *Take Action*, states, "While far from perfect, it is nonetheless a document that represents a 'best effort' by the participating states.... it is a blueprint not only for gender equality now and into the 21st century, but also for people-centred sustainable development and peace."

Issues analyzed and concerns expressed are similar in both books and are highly relevant to the problems families face in our society as we approach the 21st century — food security, housing, unpaid work, access to health care, childcare, education free from gender bias, human rights to mention only a few. The two books provide a very helpful tool for Home Economics Associations at every level to keep a focus on the promises made to promote equality, development, and peace.

Using these books to take action is a tangible way to show our appreciation and gratitude for the tremendous work and commitment of the thousands of women worldwide and the smaller number here at home in Canada who have put intense effort into tenaciously pursuing government response through the UN on these issues. Deborah Stienstra states "The *Platform for Action* can only create change in women's lives when it is implemented by governments, non-governmental organizations, international organizations and other members of the world community." The words of Muriel Smith stress the importance of action: "Unless people speak out, our society will continue on its path to becoming a culture of violence where a third of the people are marginalized."

Reviewed by:

J. Estelle Reddin, retired
Department of Home Economics
University of Prince Edward Island
Charlottetown, Prince Edward Island

Graduate Research in Canadian Universities/ Répertoire des recherches dans les universités canadiennes

Compilation of masters theses and doctoral dissertations in home economics and related areas completed July 1, 1994 to June 30, 1995.

Une compilation des mémoires et des thèses en économie familiale et dans les domaines affiliés complétés entre le 1 juillet, 1994 et le 30 juin, 1995.

Family Studies / Études familiales

UNIVERSITY OF ALBERTA Unpublished Masters Theses

Burnstad, L. Employer offered family assistance provisions: The moderating effect of perceived organizational support on organizational commitment. *November 1994. (Fast)*

Fletcher, F. Understanding adolescent sexuality. *November, 1994. (Munro)*

Gervais-Timmer, M. Work values: The acculturation of ethnic groups in the workplace. *November, 1994. (Fast)*

Heron, T. Plain language & consumer comprehension: Is there an effect? *November, 1994. (Fast)*

Ohler-Madsen, L. A human ecology model of Anorexia Nervosa. *June, 1995. (Skrypnik)*

Paradis, M. Comparing cognitive and skills based HIV/AIDS educational approaches with adolescents of different age and gender groups. *June, 1995. (Munro)*

Whitford, L. FLIP: Reconnecting Native identity & spirituality. *November, 1994. (Kieren)*

Unpublished Doctoral Thesis

Koop, P. Stress, appraisal, and coping with cancer. *November, 1994. (Keating)*

Onyango, J. Gender role socialization in a selected pre-school education program in Nairobi, Kenya. *November, 1994. (Keating, Murray)*

UNIVERSITY OF MANITOBA Unpublished Masters Theses

Amyot. Work-family conflict and home based work. *May, 1995.*

Cole. Flexibility of parents' attitudes toward independence in children. *October, 1994.*

Lanlay. Perceptions of police and non-police service providers about elder abuse and neglect. *October, 1994.*

McCannell. Family day care providers: perceptions of support and levels of job satisfaction. *February, 1995.*

Personality characteristics of depressed or alcoholic adult children of alcoholics. *February, 1995.*

Female incest survivors and their preadolescent daughters. *May, 1995.*

UNIVERSITÉ DE MONCTON Mémoire inédit de maîtrise en les études familiales

Est-ce qu'il y a un lien entre le vécu et la prise de décision dans les aspects de la vie quotidienne chez les familles monoparentales bénéficiant de l'aide sociale? *Juin, 1995.*

MOUNT SAINT VINCENT UNIVERSITY Unpublished Masters Thesis

Ramoholi, R. Perceptions of the home economics program in selected secondary schools of Lesotho. *October 1994.*

Clothing and Textiles / Textiles et habillement

UNIVERSITY OF ALBERTA Unpublished Masters Theses

Boone, L. Development of a customized pattern drafting system for interim burnscar pressure garments utilizing fabric properties and circumference measurements. *June, 1995. (Capjack, Crown)*

Davis, S. Relationship of fiber type, mass and cover to the sun protection factor of fabrics. *June, 1995. (Capjack, Kerr)*

Gonzalez, J. Development of a laboratory protocol to predict the electrostatic propensity of clothing systems. *June, 1995. (Crown)*

Hardy, M. A phenomenological approach to women, craft, and knowledge: The embodied embroiderer in India. *June, 1995. (Niessen)*

Jacobson, C. An evaluation of wheelchair racing hand gear. *June, 1995. (Capjack, Crown)*

Madrid, R. Mixtec purpura dyeing: A human ecological perspective. *November, 1994. (Oakes)*

UNIVERSITY OF MANITOBA Unpublished Masters Theses

Marketing study of 55+ women's clothing. *May, 1995.*

Shrinkage of rayon. *May, 1995.*

Individualized pattern designs produced by AutoCAD — disabled children. *May, 1995.*

Unpublished Doctoral Thesis

Analysis of repeated measures designs in C&T research. *May, 1995.*

Foods and Nutrition / Alimentation et nutrition Hotel and Food Administration

UNIVERSITY OF BRITISH COLUMBIA Unpublished Masters Theses

Fitzpatrick, M. P. Evaluation of the "Fresh Choice" restaurant-based nutrition program. *April 1995. (G. Chapman)*

Guillen, E. O. Weight loss efforts of women living in the Yukon. *May 1995. (S. Barr)*

Parkes, S. C. Effect of energy restriction on substrate utilization, muscle function and myofibrillar protein degradation in sedentary males and athletic females. *Spring 1995. (L. McCargar)*

Valentini, F. S. Homologous fortification of human milk for the preterm very low birth weight infant in developing countries. *June 1995. (I. Desai)*

Unpublished Doctoral Thesis

Mazier, M. J. P. Influence of diet fat saturation on rates of cholesterol synthesis and esterification in healthy young men. *October 1994. (P. Jones)*

UNIVERSITÉ LAVAL Mémoire inédit de maîtrise en nutrition

Bourassa, A. Les barrières au comportement de manger moins gras et leur importance. *December 1994. (M. Beaudry et G. Godin)*

Bolduc, A. Effets d'une solution entérale supplémentée en L-glutamine sur la structure et la fonction intestinales de lapins sous-alimentés et traités au méthotrexate. *November 1994. (L. Savoie et I. Galibois)*

Gilbert, D. Utilité du nouveau Guide alimentaire canadien pour aider

les individus à choisir les aliments leur permettant d'atteindre les nouvelles recommandations sur la nutrition. *December 1994.* (M.Beaudry et I.Galibois)

Gagnon, L. Influence de la cœse de stéroïdes inhalés et de l'alimentation sur le métabolisme calcique et la densité osseuse chez les asthmatiques. *March 1995.* (T.Desrosiers et L-P Boulet)

Gascon, A. Effets de la substitution de protéines de sources animales par du poisson maigre sur le profil lipoprotéique et l'activité lipolytique chez la jeune femme adulte. *March 1995.* (H.Jacques et P.Julien)

Hurley, C. Effets respectifs et interactifs des protéines et des glucides alimentaires sur les métabolismes lipidique, glucidique et sur la composition corporelle chez le rat. *March 1995.* (H.Jacques et I.Galibois)

Thèse inédit de doctorat en nutrition

Dridi, A. Étude de l'effet de la température ambiante sur l'équilibre acidobasique et la concentration plasmatique de certains éléments minéraux, et intérêt de l'apport des électrolytes alimentaires, chez la poule pondeuse. *May 1995.* (G.H.Brisson et M.Lefrançois)

Gawlicka, A.K. La digestion chez les larves d'esturgeon, vue de l'intérieur. *January 1995.* (J.De La Noue et S.Hung)

UNIVERSITY OF MANITOBA

Unpublished Masters Theses

Stability of plant sterols during vegetable oil processing. *May, 1995.*

Frying performance of genetically modified canola oils and storage stability of potato chips fried in those oils. *May, 1995.*

Dietary fat and development of prostate glands. *May, 1995.*

Effects of protein diets on the inhibition of acetylcholinesterase. *May, 1995.*

Unpublished Doctoral Thesis

Dietary calcium and colon carcinogen. *May, 1995.*

McGILL UNIVERSITY

Unpublished Masters Theses

Boulay, M. The interaction of dietary protein and zinc deficiencies with *Heligmosomoides polygyrus* infection in mice. *August, 1994.* (Koski)

Cha, M.C. The effect of zinc deficiency on the growth promoting actions of growth hormone and insulin-like growth factor-L. *August, 1994.* (Rojhani)

Chapman, L. In vitro hypercholesterolemic potential of dietary additives used by the Batemi and the Maasai people. *August, 1994.* (Johns)

Chehale, J. Nutritional status and bronchopulmonary dysplasia. *August, 1994.* (Kopelman)

Hinze, C. The role of malnutrition in prolonged respiratory failure: The effect of accelerated nutritional rehabilitation. *January, 1995.* (Hotter and Koski)

Ing, A. Food consumption patterns and nutrient intake of homebound elderly. *August, 1994.* (Gray-Donald)

Mansfield, E. A comparison among dietary intake, plasma cholesteryl ester transfer protein and high density lipoprotein composition between exercising and sedentary males. *February, 1995.* (Koski)

Wong, C-y. Circadian rhythms of specific appetites in rats centrally infused with serotonin. *April, 1995.* (Thibault)

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

Unpublished Doctoral Thesis

Preferential utilization of EPA over DHA. *1995.*

UNIVERSITÉ DE MONCTON

Memoire inédit de maîtrise en nutrition

Apports énergétiques et nutritionnels des personnes âgées bénéficiaires et non bénéficiaires des services d'aide à domicile. *Decembre, 1994.*

Effets des stéroïdes anovulants sur le profil des acides aminés plasmatiques et lien avec les neurotransmetteurs serotoninergique et

dopaminergique. *Mai, 1995.*

UNIVERSITÉ DE MONTRÉAL

Memoire inédit de maîtrise en nutrition

Aledine, M. Effets de la dexfenfluramine sur l'axe corticotrope de l'obèse. *Automne, 1994*

Boushaki, F-Z. Effets de la defenfluramine sur l'axe corticotrope de l'obèse. *Automne, 1994.*

Farfari, S. Étude du rôle de la pyruvate carboxylase et des réactions anaplotriques dans la sécrétion d'insuline induite par les nutriments dans la cellule B-pancréatique. *Automne, 1994.*

Evaluation nutritionnelle et malnutrition

Besoins d'éducation en nutrition chez les amerindiens

Thèse inédit de doctorat en nutrition

Brunet, J. Effect cardioprotecteur des acides aminés. *Automne, 1994.*

Desfaits, A-C. Mécanismes immunitaires de l'athérosclérose chez les sujets diabétiques. *Automne, 1994.*

Duquette, C. (Titre à déterminer.) *Hiver, 1995.*

MOUNT SAINT VINCENT UNIVERSITY

Unpublished Masters Theses

Alaverdy, H.S. Diabetes education for the functionally illiterate adult population in Central Newfoundland using a client-centred approach. *October 1994*

Lottie, C. & Harris, C. Factors influencing lunch consumption of Grade Nine high school students. *May 1995.*

UNIVERSITY OF SASKATCHEWAN

Unpublished Masters Thesis

Effect of dairy products on urinary calcium excretion in acclimatized and non-acclimatized load tests. *Spring, 1995.*

UNIVERSITY OF TORONTO

Unpublished Masters Theses

Bansal, A. Energy intake, nutrient intake, and nutrient adequacy of prescribed diets during treatment for anorexia nervosa. *October 1994.*

Bentum-Williams, A. Effects of glycemic index and amount of carbohydrate eaten at breakfast on the metabolic response to lunch. *September 1994.*

Boctor, D. High soluble and insoluble fibre diets in the management of hyperlipidemic men and women.

Chau, E. The effects of different water-soluble and soluble cereal fibres on bowel habits, intestinal transit time and colonic microflora activity. *October 1994.*

Dugassa-Fufa, B. The effects of soluble compared to insoluble fibre in plasma triglyceride responses to a fatty test meal.

Ganguli, S. Nutritional attributes of flaxseed.

Green, J. The effect of aspartame on subjective measures of appetite and food appeal in adult men. *August, 1994.*

Hilton-Manzi, J. Comparison of the effects of folate, methyltetrahydrofolate and S-adenosylmethionine on brain methyl transfer under the influence of L-DOPA. *October 1994.*

Jenab, M. The influence of flaxseed and lignans on colon carcinogenesis.

Lazaris-Brunner, G. Tryptophan required of young women determined by indicator amino acid oxidation. *August, 1994.*

Orcheson, L.J. The influence of flaxseed and its components on mammary tumorigenesis. *September, 1994.*

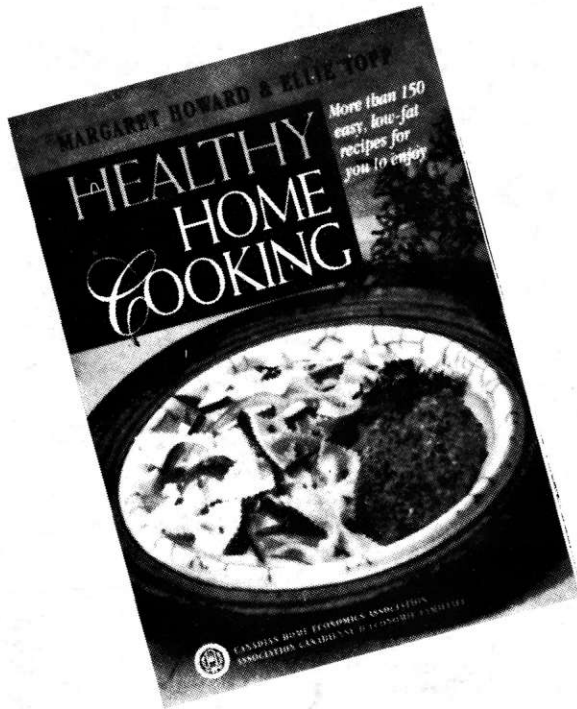
Ransom, T. Soluble fibre induced changes in faecal sterol output: A hypocholesterolemic mechanism. *October 1994.*

Tanner, J. Factors influencing health behaviour change in hypertensive blue collar workers. *October, 1994.*

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